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ORGANIZATION AND ADMINISTRATION
OF STUDENT TEACHING IN
STATE TEACHERS COLLEGES

By Elisha Lane Henderson, Ph.D.

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E. L. H.

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THE
ORGANIZATION AND ADMINISTRATION
OF STUDENT TEACHING IN
STATE TEACHERS COLLEGES

CHAPTER I

THE PROBLEM AND THE PROCEDURE

THE PROBLEM

THE purpose of this study is threefold: (1) to discover present practices in state teachers colleges with reference to the organization and administration of student teaching; (2) to evaluate these procedures in light of present theory and practice; and (3) to offer suggestions that may be of value to administrative officials in teacher-training institutions in the organization and administration of student teaching.

This study does not inquire into the content of student teaching either in the elementary grades or in the high school. Content studies of student teaching have been made by Esther Marion Nelson and J. G. Flowers¹ respectively.

This study considers the organization and administration of student teaching in the campus training school, the off-campus city or village school, and the large consolidated off-campus school, where the off-campus schools are used for the purposes of the training school. It does not give special attention to the organization and administration of student teaching in the curricula set up by the colleges for the preparation of teachers for the rural schools; therefore the small rural schools used for training school purposes are not considered. It is believed, however, that student teaching in the small rural schools especially designed for the preparation of rural teachers is of sufficient importance to warrant a special study.

Although this study deals to some extent with the co-operation between the faculty of the training school and the other departments of the teachers college, it does not attempt a detailed study of the problem. This is being done by Mary I. Cole.²

¹Nelson, Esther Marion, *The Content of Student-Teaching Courses for Elementary Teachers in State Teachers Colleges* (to be published).

Flowers, J. G., *Content of Student-Teaching Courses Designed for the Training of Secondary Teachers in State Teachers Colleges*. Bureau of Publications, Teachers College, Columbia University, 1932.

²Cole, Mary I., *Co-operation Between the Faculty of the Campus Elementary Training School and the Other Departments of Teachers Colleges and Normal Schools* (to be published).

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DEFINITION OF TERMS

The term "organization and administration" is used here in the same way that Armentrout uses it.³ It has to do with types of physical situations maintained by the various teachers colleges for the purpose of carrying out a student-teaching program, and the means through which and the way in which student teaching is controlled.

"Training supervisor" is used as Garrison uses it to take the place of "critic teacher."⁴

"Building principal" is used to designate a person who, although working under some other administrator, has charge of and is held responsible for the administration of the school work in a definite building or group of buildings.

"Director of the training school" is used here to designate the administrative official who is responsible for the direction of student teaching.

"Department supervisor" is used to denote the person in the college who supervises the work in the primary grades, in the grammar or intermediate grades, or in the high school.

THE PROCEDURE

Personal conferences were decided on as the best means of securing the data necessary to determine what was being done in the organization and administration of student teaching in state teachers colleges. In order that all data might be as uniform as possible, a rather comprehensive questionnaire was prepared to be filled out by the director of the training school. As it was desired to check on certain phases of the data which touched directly on the work of the training supervisor and the student teacher, another questionnaire was prepared for training supervisors to fill out. A third questionnaire, two pages in length, was prepared for student teachers.

The practicability of the questionnaires was tested by means of visits to four state teachers colleges. At each of these institutions the questionnaires were filled out during the course of conferences with the director of the training school and with the training supervisors. Subsequently the data from these questionnaires were care-

³Armentrout, W. D., *The Conduct of Student Teaching in State Teachers Colleges*. Colorado State Teachers College, 1927, p. 146.

⁴Garrison, N. L., *The Status and Work of the Training Supervisor*. Bureau of Publications, Teachers College, Columbia University, 1927.

fully tabulated. It was found that some revisions in the questionnaire for the director of the training school were necessary and these were made. The final form of the questionnaires called for detailed data with reference to the following items:

I. The Training School.

1. Kind: elementary, high.
2. Purpose: experimentation, observation, demonstration, practice teaching.
3. Type of control: exclusively college, college and city, college and county, independent of college.

II. The Training School Staff.

1. Members: director of training school, principal of building, secretary to director, training supervisors, department supervisors, heads of subject-matter departments.
2. Persons making recommendation for employment of training supervisors: director of training school, head of subject-matter department, president of college, principal of building, city superintendent of schools, department supervisors, and others.
3. Relation of training school staff to other members of college faculty: full members of the faculty, do not attend regular faculty meetings, no relation to other members of the college faculty.

III. Supervised Teaching.

1. Prerequisites for supervised teaching: elementary school, high school, professional requirements, observation.
2. Selection of student teachers: elementary school, high school; who selects?
3. Assignment of student teachers to specific positions: in elementary school, in high school; who makes the assignments?
4. Supervision of student teaching—elementary grades, high school: director of training school, principal of building, training supervisor, subject-matter teacher in college, department supervisor, supervisor of special subject.
5. Proportion of entire teaching in training school done by student teachers: in elementary school, in high school.
6. Time spent in supervised teaching—clock hours: in elementary school, in high school.
7. Distribution of supervised teaching: in elementary school, in

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high school—year, term or semester, hours per day, continuous or broken.

8. Number of grades or subjects taught: in elementary school, in high school.
9. Number of student teachers assigned to one training supervisor: at one time, during one term or semester in elementary school, in high school.
10. How student teachers begin supervised teaching: tutoring, small group, large group, entire room or grade.
11. Lesson plans made by student teachers: kind, help received in making, who reads plan before taught; how plan is followed—exactly, in most part, not at all.
12. Recommendation for position if minimum grade is made on supervised teaching: will college recommend if only minimum grade is made on supervised teaching?

IV. Observation.

1. Required before supervised teaching: in what college classes, how much, what preparation made for, how checked upon, by whom observed, how many different schools, who plans demonstration lessons for classes?
2. During supervised teaching period: how much required, by whom observed, how many grades or subjects, how many different schools, who directs, who plans demonstration lessons?

V. Conference with Student Teachers.

1. Individual: who holds, length, number, time of day held, preparation made for by student teacher; in elementary school, in high school.
2. Group: number, length, time of day, preparation made for by student teacher; who holds in elementary grades, in high school?

Forty-one schools were visited by the writer or by his personal representative.⁵ Personal conferences were held with the directors of the training schools and with training supervisors for primary grades, for intermediate grades, and for the high schools, or as many of these groups as were represented in the training school. At the time of the conference, a questionnaire was filled out by the writer or by his personal representative for each person interviewed. Explanatory notes were made when needed to elaborate or to clarify the

⁵These schools were visited in the spring of the year 1929-1930 and the year 1930-1931

data furnished by the person interviewed. The questionnaire for the student teacher was given to student teachers in the primary grades, in the intermediate or grammar grades, in the junior high school, and in the high school, according to which groups were represented in the student-teaching groups at the different colleges. These questionnaires were filled out by the student teachers and returned directly to the writer or his representative.

When the tabulations were being made, four of the colleges were eliminated because there were too many contradictions in the data. Therefore thirty-seven colleges are used in this study; of these, thirty-one have high schools and thirty-six have elementary schools. One college trains only high school teachers.

All the colleges used in this study are members of the American Association of Teachers Colleges.*

The following state teachers colleges were included in the study:

State Normal School, Florence, Ala.	Nebraska State Normal School and
State Teachers College, Flagstaff, Ariz.	Teachers College, Kearney, Neb.
State Teachers College, San Diego,	Nebraska State Normal School and
Calif.	Teachers College, Chadron, Neb.
State Teachers College, Santa Barbara,	State Normal School, Keene, N. H.
Calif.	State Teachers College, Montclair, N. J.
Eastern Illinois State Teachers College,	New Mexico Normal University, Las
Charleston, Ill.	Vegas, N. Mex.
The Ball Teachers College, Muncie, Ind.	East Carolina Teachers College, Green-
Indiana State Normal School, Terre	ville, N. C.
Haute, Ind.	State Normal College, Kent, Ohio.
Kansas State Teachers College, Emporia,	East Central State Teachers College,
Kan.	Ada, Okla.
Kansas State Teachers College, Pitts-	Northeastern State Teachers College,
burg, Kan.	Tahlequah, Okla.
West Kentucky State Teachers College	Central State Teachers College, Edmond,
and Normal School, Bowling Green,	Okla.
Ky.	Winthrop College, Rock Hill, S. C.
Louisiana State Normal College, Natchi-	East Tennessee State Teachers College,
toches, La.	Johnson City, Tenn.
Maryland State Normal School, Towson,	Middle Tennessee State Teachers Col-
Md.	lege, Murfreesboro, Tenn.
Michigan State Normal School, Ypsilanti,	West Tennessee State Teachers College,
Mich.	Memphis, Tenn.
Southwest Missouri State Teachers Col-	Sul Ross State Teachers College, Alpine,
lege, Springfield, Mo.	Tex.
Southeast Missouri State Teachers Col-	West Texas State Teachers College, Can-
lege, Cape Girardeau, Mo.	yon, Tex.

*American Association of Teachers Colleges, *Yearbook*, pp. 151-154, 1932.

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North Texas State Teachers College,
Denton, Tex.

East Texas State Teachers College,
Commerce, Tex.

Sam Houston State Teachers College,
Huntsville, Tex.

South Texas State Teachers College,
Kingsville, Tex.

State Teachers College, East Radford,
Va.

State Teachers College, Farmville, Va.

The colleges included in this study are located in twenty-one states fairly well scattered throughout the United States. The data were obtained by personal visitations. They should therefore represent a fair sampling of conditions and practices as they were in state teachers colleges in the United States with reference to the organization and administration of student teaching at the time the study was made.

The data under Section III, Part I of the questionnaire, which has to do with the prerequisites for supervised teaching, were supplemented by a catalogue study. A check for change made since 1929 because of the economic depression was made in March, 1934. A copy of the questionnaire for directors of training schools was sent to each of the colleges used in the study and each training school director was asked to note all changes made under each item since 1929, indicating specifically what each change was. Twenty-two of these questionnaires were returned and the data were tabulated. The tabulations and other references to these data appear in their proper places throughout this study. Chapter X gives tabulations.

The final step in this study was to set up the recommendations based upon the data presented and expert opinion on the various phases of the study.

CHAPTER II

THE TRAINING SCHOOL

PURPOSES OF THE TRAINING SCHOOL

ALL the colleges in this study used their training schools for student teaching both in the elementary grades and in the high school, as is shown by the data in Table I. Six of the high schools did no work in either demonstration or observation, except in direct connection with the course in supervised teaching. Only seven of the colleges did experimental work in their training schools. The practice of not doing experimental work in the training school is in accord with the opinion of writers on the subject.¹

TABLE I
Purposes for Which the Training School Was Used

	Observation	Demonstration	Student Teaching	Experimentation	Total Number Colleges
Elementary grades	36	36	36	7	36
High school	25	25	31	7	31

The practice of not using the training school for demonstration teaching and observation of such teaching by students is contrary to all recommendations known by the writer.

ADMINISTRATIVE CONTROL

It is generally agreed that teachers colleges should have administrative control of their training school.² Twenty-six of the colleges in this study met that requirement, four having just completed the

¹Armentrout, *op. cit.*, p. 72.

Learned, W. L., Bagley, W. C., *et al.*, *The Professional Preparation of Teachers for American Public Schools*. The Carnegie Foundation for the Advancement of Teaching, Bulletin 14, pp. 220-221, 1920.

Mead, A. R., *Supervised Student-Teaching*, pp. 554-555, 1930.

²Mead, A. R., *op. cit.*, p. 833.

Learned, Bagley, *et al.*, *op. cit.*, pp. 193-194.

Suhrie, A. L., "The Laboratory School Facilities of Our Teacher-Training Institutions," *Educational Administration and Supervision*, Vol. 12, p. 342, 1926.

construction of training-school buildings on or near the campus. All the other colleges had arrangements for training-school facilities in connection with the schools of the city or county in which they are located. Some of the colleges were connected with a number of outlying schools. Twenty-four of the colleges had both campus schools and some student-teaching facilities in connection with the local schools.

Those colleges that did all or a part of the student teaching in the local schools had some kind of agreement with local boards of education through which authority was given to use the local schools for student-teaching purposes. The type of agreement made with the public school authorities by colleges not having a training school under their own direction varied from an indefinite oral statement to a written contract. Approximately fourteen per cent of the colleges had written contracts with the public school authorities for the use of certain schools for training-school purposes. The others had some kind of oral agreement. The written contracts varied widely, as was found by Mead.^a

A copy of one of the contracts is given below. It is a fair sample of the contracts signed by colleges which use the public schools as training-school facilities. The financial feature is somewhat different from many of the other contracts in that the college here agrees to pay the local school board for the privilege of using the schools as training schools. The ease with which the contract may be terminated is a usual feature.

AGREEMENT

Between the — College of —, party of the First Part and the School Board of District Number —, — County, party of the Second Part.

Party of the Second Part agrees that party of the First Part may make use of the schoolroom and work with the teacher of School District Number —, — County for the purpose of supervised practice and demonstration teaching (which shall include lesson planning, grading papers, making reports, hearing classes, directing play and other general school duties), beginning in September, 1928, and ending with the close of the school year 1929.

Provided that party of the First Part shall not ask for this privilege for more than one-half of the time and that all lesson plans used by the student-teachers shall be approved by the supervising practice teacher and the teacher of District Number —, before being used with the pupils of said District.

(1) In consideration of the above agreement, party of the First Part agrees to

^aMead, *op. cit.*, pp. 760-789.

pay direct to the board of District Number —, County of —, the sum of \$15.00 a month for a period of eight months or for such a portion of that time as school may be in session, unless by common consent the contract shall be cancelled.

(2) It is further agreed that a sum of not to exceed \$5.00 a month of the \$15.00 may be used by the teacher of District Number —, County of —, and the supervising teacher to purchase needed supplies and equipment for the school, which shall become the property of the district. Any portion of the \$5.00 not expended for supplies shall be paid direct to the board of District Number —.

(3) It is further agreed that shall the contract become objectionable to either part, or shall there be complaint or misunderstanding, the party so aggrieved shall notify the other part and make arrangement for consultation with them. If after such consultation, either party shall deem it wise to cancel the contract, they shall have the privilege of so doing, provided that the party of the First Part shall pay the party of the Second Part the amount due for all time during which the contract has been in operation.

(4) It is further agreed that the party of the First Part shall furnish without cost to the party of the Second Part a supervisor who shall spend most or all of her time during which student-teachers are in the school of party of the Second Part, in assisting teachers and students, and practice teachers in all demonstration work, provided that such supervisor and her work, and such practice teaching must be satisfactory to the county superintendent of schools of — County.

.....
Party of First Part.

.....
Party of Second Part.

The main things to recommend a written contract are the principles of the contract as a legal instrument. It is arrived at by mutual consent and is equally binding upon all signers for a given length of time. It may be made as comprehensive as an oral agreement and has the advantage of a definite legal status. When properly drawn, the written contract sets forth specifically what each party to the agreement may and may not do. This enables the colleges to formulate definite plans and in many cases prevents local interference on the part of either school authorities or patrons of the school. Many times a change in local superintendent or principal brings about conditions such as Mead describes: "The attitude of many of our non-professional superintendents of schools, principals, and teachers prevents development of co-operative systems. There are some who are unwilling to consider the proposition, some who are prejudiced, and some who are playing a low kind of politics." A good contract, well drawn, might in many instances prevent much of this trouble.

*Mead, *op. cit.*, p. 791.

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NUMBER OF GRADES OR SUBJECTS PER TRAINING SUPERVISOR

Table 2 gives the number of grades for which training supervisors in the elementary grades were responsible. The data show that about one-third of the training supervisors were responsible for only one grade, while approximately one-fourth had two grades under their charge. The remainder of the training supervisors had either three or four grades under their care.

TABLE 2
Number of Elementary Grades per Training Supervisor

Grades per Supervisor	Number of Colleges Reporting
One grade	20
Two grades	8
Three grades	3
Four grades	2
Number of colleges reporting	33

Table 3 gives the number of subjects for which training supervisors in the high school were responsible. The data show that in approximately eighty per cent of the cases the training supervisor was responsible for only one subject. It was also found that a majority of the training supervisors were responsible for only four sections of high school pupils per day. A small number were responsible for five sections each, and two were found who were responsible for as many as six sections of high school pupils per day.

TABLE 3
Number of Subjects and Sections of Pupils per Training Supervisor in High Schools

Subjects	Number of Colleges Reporting the Following Number of Sections					
	One	Two	Three	Four	Five	Six
One	1	19	5	..
Two	1	..	2	1
Three	1	1
Number of colleges reporting	2	19	8	2

NUMBER OF PUPILS IN EACH TEACHING UNIT
IN THE TRAINING SCHOOL

Table 4 shows the average number of pupils in each teaching unit in the training school; that is, it shows the average number of pupils

in each grade in the elementary school per supervisor and the average number of pupils in each section of the high school per training supervisor. The average number of pupils in a given group ranges from ten to forty-five in the elementary grades and from ten to forty in the high school. Both the elementary grades and the high school groups have a general average of approximately twenty-nine each. This meets the requirements for the size of a group laid down in Bulletin 14.⁵

TABLE 4

Average Number of Pupils per Group per Training Supervisor in the Training School

Average Number of Pupils	Number of Colleges Reporting	
	Elementary Grades	High School
10	1	1
15	0	1
16	3	1
20	3	4
25	4	2
30	13	13
33	1	2
35	2	2
36	2	2
38	3	2
40	2	1
44	1	0
45	1	0
Number of colleges reporting	36	31
Average number of pupils for all schools	28.9	28.1

When Tables 3 and 4 are considered together, the data show that the average training supervisor in the high school had approximately 116 pupils under his charge. The data also show that the average training supervisor had adequate teaching facilities in the high school for four student teachers at one time.⁶ Table 13 (page 25), however, shows that the average number of student teachers assigned to one training supervisor at one time in the high school was 4.6. It would appear, therefore, that the training supervisors in the high school had on the average more students assigned for student teaching than the facilities would justify for the best training.

⁵Learned, Bagley, *et al.*, *op. cit.*, p. 194.

⁶*Ibid.*

SUMMARY

A large majority of the colleges in this study had their training schools organized for observation, demonstration teaching, and student teaching. However, a few of these colleges did not give demonstration lessons or require observations in the high school before their student teachers began their period of student teaching in the high school. Such procedure is entirely at variance with professional opinion on the subject and should probably be changed to conform to better practice.⁷

Most of the colleges met the requirement, approved by professional opinion, of having administrative control of the training school. They also had facilities for giving training to their students in off-campus schools. A very small percentage of the colleges, however, had no very permanent nor specific arrangement with the public school authorities whereby they were to use the schools for training school purposes. Opinion on this subject is somewhat divided, but a written contract is favored by a majority of the writers on the subject.

About one-fourth of the training supervisors carried an excessive load in the form of the number of grades or of sections and pupils to be supervised. When this is added to the excessive load of student teachers assigned in many cases (see Table 13) it would seem to produce a situation that would lead to either overwork or inefficient work on the part of the training supervisors in approximately twenty-five per cent of the cases studied.

⁷See page 7.

CHAPTER III

THE TRAINING SCHOOL STAFF

MEMBERS OF STAFF

WHAT school officials make up the training school staff? Table 5 shows that in no instance was the president of the college directly a member of the training school staff. This is in accordance with the findings of McGinnis¹ and also complies with his recommendations with regard to the duties of a teachers college president.²

All but one college had a director of the training school.³ This is in accord with the recommendations of Bulletin 14 of the Carnegie Foundation for the Advancement of Teaching.⁴ Table 5 also shows that the director had under his direction a "corps of critics and supervisors" in all but two colleges. In these colleges the work was so organized that department supervisors visited the student teachers at more or less regular intervals, according to the students' needs. Each supervisor had a group of from twenty-five to thirty-five student teachers under his supervision.

The data in Table 5 show only one other tendency which meets the recommendations of Bulletin 14: The training school staff had supervisors of special subjects who were also members of the college subject-matter faculty.⁵ In all the cases in the high school and in all but four cases in the elementary grades, these supervisors were teachers of their subject in the college.

If there should be set up as nearly as possible a situation comparable to that found in the schools where the student teachers will work, then there should be more building principals in the training school. These principals should have a vital part in the teacher-training program. This topic is discussed on page 112.

¹McGinnis, Howard J., *The State Teachers College President*, George Peabody College for Teachers, 1932, p. 32.

²*Ibid.*, p. 36.

³This college has the Dean and Registrar and a committee to perform the functions of the Director.

⁴Learned, Bagley, *et al.*, *op. cit.*, p. 202.

⁵*Ibid.*, p. 202.

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TABLE 5
The Training School Staff

Staff Members	Number of Colleges Reporting	
	Elementary Grades	High School
Director of training school	35	31
Training supervisor ¹	34	29
Building principal ²	14	15
Department supervisor	14	13
Secretary to director	8	0
Assistant room teacher	2	0
Dean of sub-college division ³	0	1
Assistant building principal	1	8
Assistant to director	1	0
Supervisors of special subjects		
Art	9	12
Health	8	8
Home economics	7	13
Manual arts	5	7
Music	9	13
Total number of colleges	36	31

¹The original data showed that two colleges did not have training supervisors. The student teachers did all the teaching. A check recently made shows that these schools have put in training supervisors for each grade in the training school. This was done to meet the requirement of the American Association of Teachers Colleges with reference to the amount of student teaching to be done in the training school.

²In two cases the director of the training school was also principal. The check shows that in one of these cases the director has become dean of the college.

³This individual may be considered a principal of the high school division of the training school.

EMPLOYMENT

One of the most important questions in every school organization is the selection of the school staff. Table 6 shows who recommends the training school staff to the final employing agency. So far as the writer could learn, in each case a recommendation was equivalent to election. The director of the training school was recommended by the president of the college and was a full member of the faculty in all the cases studied; therefore the table deals with other members of the staff.

If the director of the training school is to be held responsible for the success or failure of student teaching, it would seem that he should have directly in his hands the recommendation of those teachers for whose work he is responsible. The president should "secure the recommendation of department assistants from department heads."⁴

⁴McGinnis, Howard J., *op. cit.*, p. 33.

TABLE 6
Employment of Training School Staff

Recommending Agency	Number of Colleges Reporting	
	Elementary Grades	High School
President of college	7	4
President and director of training school	21	21
President, director, and principal of building	1	0
President, director, and city or county superintendent ..	2	1
Director, principal, and dean of college	5	5
Total number of colleges	36	31

TABLE 7
Relation of the Training School Staff to Other Members of the College Faculty

Status	Number of Colleges Reporting	
	Elementary Grades	High School
Full member of the college faculty	25	25
Serve on regular faculty committees	10	10
Attend faculty meetings	5	6
Paid on different basis	12	6
Total number of colleges	36	31

The data in Table 7 were derived from the answers to the questions: What was the relation between the training school staff and the other members of the college faculty? and Were the members of the training school staff regular members of the college faculty? A careful analysis of the data shows that for practical purposes the training school staff was by no means an integral part of the regular college faculty. It will be observed that only in 75 per cent of the cases in the elementary grades and 67 per cent of the cases in the high schools were the training school staff members paid on the same basis as the other members of the college faculty. Furthermore, only in 13 per cent of these cases in the elementary grades and 19.7 per cent of the cases in the high schools did the members of the training school staff attend faculty meetings. The data further show that the members of the training school staff were not usually appointed on faculty committees.

The most peculiar case reported was one college in which the only difference between the members of the training school staff and the members of the regular college faculty was that the members of the former did not appear in caps and gowns during the commence-

ment exercises and other special college occasions. Such a practice at least implies inferior ranking.

The above data substantiate Garrison's findings when he says, "Less than 37 per cent of the supervisors felt that they had either the same privileges, ranking, and pay as the members of the college staff, or sufficient voice in determining the educational policies of the college."⁷ That the average training supervisor is adequately prepared to participate in all the activities and share equally in the responsibilities of a faculty of a state teachers college is also shown by Garrison in his study.⁸

The training supervisor's willingness to accept full responsibility in a teacher-training program is stated by Genevieve M. Leary. After enumerating some fifteen duties which the supervisor performs almost daily, she says, "Nevertheless, in spite of all these activities, when they are called upon to serve on committees engaged in the revision and improvement of curricula and courses for teachers, they respond with alacrity and generosity."⁹ She says further: "They, as child-teaching specialists, with full realization of the need of well educated teachers, tend to leaven the discussions of well intentioned subject-matter specialists, with their vigorous arguments for time and precedence for their particular subjects, by injecting the measure of relevancy for child development"; and still further, "The value of the training teachers' contributions is enhanced by the fact that they not only are close to children all of the time but they have the opportunity to know student teachers more intimately than subject-matter teachers or methods teachers have."¹⁰

Thus there seems to be no sufficient justification for the fact that part of the teacher-training program which "should be looked upon as the central and critical elements in each of the curricula"¹¹ is placed in the hands of teachers who are not given the same privileges, ranking, and pay, and held responsible for the same duties as other members of the teachers college faculty. This is a practice which should not be followed by the teachers colleges.¹² That a training supervisor should not attend faculty meetings seems inexcusable, especially when the faculty discusses or formulates policies with

⁷Garrison, *op. cit.*, pp. 78 and 92.

⁸*Ibid.*, pp. 55, 56, and 79.

⁹Leary, Genevieve M., *The Demonstration or Training School Teacher*. "Problems in Teacher Training," Vol. VI, p. 246. The New York University Press Book Store, 1931.

¹⁰*Ibid.*, pp. 246-247.

¹¹Learned, Bagley, *et al.*, *op. cit.*, p. 192.

¹²Garrison, *op. cit.*, p. 92.

reference to teacher training. The training supervisor is in a most strategic position to observe whether the training given students really functions, when the opportunity is given for it to be tried out in practice. It is true that the work of the training supervisor is too heavy and varied,³³ but the load should be lightened in some other way than by being excused from faculty meetings or committee service. The contribution which the training supervisor has to offer to the teacher-training program should be too valuable to be neglected, underpaid, or underranked.

SUMMARY

The employment of the training school staff, except in a few instances, came under the recommendation of the director of the training school. Such practice is in accord with the professional opinion on the subject.

The staff of the training school was composed of a director, training supervisors, and, in about half of the colleges, a building principal and department supervisors. In only eight of the colleges did the director of the training school have a secretary. In light of his heavy duties,³⁴ it would seem that in many more of the colleges he should have a secretary to relieve him of much of the routine work now demanded of him.

In only about two-thirds of the colleges were the members of the training school faculty on equal rating with other members of the college faculty. This is contrary to and in direct conflict with professional opinion and recommendations on the subject.³⁵

³³Garrison, *op. cit.*, p. 93. Uhler, J. M., *A Practical Analysis of the Duties of the Critic Teacher*, p. 107. Master's Thesis, The University of Pittsburgh, 1928.

³⁴O'Rear, M. A., *An Analysis of the Duties of the Director of Teaching Training*, 1927.

³⁵Mead, A. R., *op. cit.*, p. 834. Learned, Bagley, *et al.*, *op. cit.*, p. 213. Garrison, *op. cit.*, p. 17.

CHAPTER IV

STUDENT TEACHING

PREREQUISITES¹

THERE are two general types of prerequisites for student teaching: A general scholarship requirement, and a requirement specifying the completion of certain courses in education or psychology or both. Sixty per cent of the colleges considered in this study reported a general scholarship requirement of an average grade of C in all the student's work done before he entered the course in student teaching, the scheme of grading used being a four-letter series—A, B, C, and D—for passing work. One college required an average of B before a student was permitted to teach in the high school. One other college required an average of C in all major subject-matter courses and professional courses done previously to student teaching. This requirement applied to all curricula.

The second type of prerequisite and the amount of credit awarded are reported in Tables 8 and 9 for the required courses in education and in Table 10 for the required courses in psychology.

TABLE 8

Educational Courses Prerequisite to Student Teaching in Elementary Curricula and the Amount of Credit for Each Course

Subjects Required	Number of Quarter Hours per Subject									Total Number of Courses
	2	3	4	4¼	4½	5	6	9	10	
Principles of teaching .....	..	3	2	1	4	..	..	..	..	10
Methods in elementary grades ..	..	1	1	..	1	..	2	..	1	6
School management .....	..	1	1	..	1	..	..	..	..	3
Tests and measurements	1	..	..	..	..	..	..	..	..	1
Unit studies .....	..	..	..	..	1	..	..	..	..	1
Observation and participation ..	..	..	..	..	3	..	..	..	..	3
Directed observation .....	..	..	2	..	..	..	..	..	..	2
Method and material .....	..	1	..	..	1	..	2	..	..	4
Number of colleges reporting										33
Number of colleges making no requirement under these headings										9

¹The data in this section from the questionnaire are supplemented by a catalogue study. Only thirty-three catalogues were available.

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TABLE 9

Educational Courses Prerequisite to Student Teaching in High Schools and the Amount of Credit for Each Course

Subjects Required	Number of Quarter Hours per Subject							Total Number of Courses
	2	3	4	4½	5	6	9	
Principles of teaching	3	8	3	..	..	I	15
Methods in major and minor	3	..	2	..	I	..	6
Methods in subject taught	I	2	..	..	..	..	3
History of education	I	..	..	..	..	..	I
Tests and measurements	I	I	..	..	..	..	3
Classroom management	2	I	..	..	..	..	3
Principles of secondary education	I	4	I	..	..	..	6
Supervised participation	I	..	..	..	..	..	I
Directed observation	I	..	I	..	I	..	3
General methods	I	..	I	..	..	I	3
Introduction to student teaching	5	..	..	..	..	..	5
Economic and sociological background to the high school	I	I
Methods in minor subjects	I	..	..	..	..	..	I
Number of colleges reporting	31
Number of colleges making no educational requirements	6

TABLE 10

Courses in Psychology Prerequisite to Student Teaching in Elementary and High School Curricula and the Amount of Credit for Each Course

Quarter Hours	Elementary Grades		High School		
	Educational Psychology	General Psychology	Educational Psychology	General Psychology	Adolescent Psychology
2 .....	..	..	..	..	..
3	I	I	I	I	..
4	4	I	2	2	I
4½	2	3	2	I	I
4¾	I	I	I	I	..
6 .....	..	..	I	..	..
7½	I	..	..	..	..
9	I	..	..	..	..
12	I	..	..	..	..
Number of colleges making no requirement in psychology .....	..	..	..	..	..
Number of colleges for elementary grades .....	..	..	..	..	..
Number of colleges for high school .....	..	..	..	..	..

The data in Tables 8 and 9 indicate that courses in general methods were considered of little preparatory value in the teacher-training program. They also show that such courses as the principles of teaching and similarly named courses which come early in the stu-

dent's program of studies were most likely to be required before student teaching. Table 9 also shows that even the methods courses offered by the subject-matter departments in the student's major and minor subjects were considered of little value in their function of preparing for successful performance as a student teacher in the high school. Less than one-third of the colleges made such courses prerequisite to student teaching. Even when the general methods courses, the methods courses in the subject-matter fields, directed observation, and the courses in participation are combined, only seventeen cases occurred out of thirty-one colleges, and four colleges each required two or more of these.

This situation is somewhat modified by the fact that eight of the colleges offered the methods courses in the subject-matter departments at the same time that the student was doing his teaching in the high school. This practice is in accord with the findings of an experiment made by Brink, who says, "In the two consecutive experiments described the results clearly favored the integration of methods courses with practice teaching. It is also significant that the experimental procedure produced greater interest in the study of methods of teaching, stimulated more thinking, and aroused greater interest in education as a profession than did the control procedure."²

It seems rather illogical that any student teacher should be permitted to enter the training school of a teacher-training institution without having previously had a course in the methods of teaching the subject which he is to teach or being required to take such a course parallel with his teaching experience. Yet more than a third of the colleges reported that students were not required to take any methods courses as a prerequisite to student teaching in the high school nor while doing student teaching.

The prerequisites in psychology, as shown by Table 10, tended, when present at all, toward educational psychology, though this tendency was by no means universal. The main fact revealed is the small number of colleges that required any psychology as a prerequisite to student teaching. However, if the suggested curricula were pursued, as laid out in the catalogues studied, more psychology was taken before the student reached the place in his program where he was ready to do his student teaching than was actually

²Brink, William G., "Integration of Theory and Practice in the Professional Education of Teachers: An Experimental Study." *Educational Trends*, School of Education, Northwestern University, Vol. 3, No. 1, p. 27, Feb., 1934.

required of him as a prerequisite to his work as a student teacher. It would take a very detailed study of college records to determine just how closely these curricula, as laid out in the catalogues, are followed.

SELECTION OF STUDENT TEACHERS

Although the requirements for college entrance are not directly a part of this study, it does not seem out of the line of thought to offer the following suggestions which seem to justify a rather strict standard of entrance requirements to state teachers colleges in order that these colleges may select their student body with reference to ability, personality, and interest in teaching. The Missouri Survey³ suggests that this be done, and in a subsequent study of the Missouri teachers colleges, Hill⁴ also recommends that the colleges of that state apply those standards to their students. Mead makes a similar recommendation in his rather comprehensive discussion of the selection of student teachers.⁵

Crutsinger says, "Mere graduation from high school is not a sufficient prerequisite to insure capable material from which competent teachers can be made."⁶

In his study of practice teaching in liberal arts colleges Baugher recommends a careful selection of all candidates wishing to become teachers.⁷

But the primary question here is to determine who selects the students from among those who have met the college prerequisites and says they are qualified to do student teaching. In all the colleges, the candidates must make some kind of application for the course. This is made either to the registrar, to the director of the training school, or to the supervisor of the department. After this application has been made, who passes on the fitness of the applicant to do the work?

³Learned, Bagley, *et al.*, *op. cit.*, p. 10.

⁴Hill, Clyde M., *A Decade of Progress in Teacher Training*, pp. 179-180. Bureau of Publications, Teachers College, Columbia University, 1927.

⁵Mead, *op. cit.*, Chaps. XII-XIII.

⁶Crutsinger, G. M., *Survey Study of Teacher Training in Texas, and a Suggested Program*, p. 124. Bureau of Publications, Teachers College, Columbia University, 1933.

⁷Baugher, J. I., *Organization and Administration of Practice-Teaching in Privately Endowed Colleges of Liberal Arts*, p. 94. Bureau of Publications, Teachers College, Columbia University, 1931.

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Table 11 shows that the selection is likely to be made in a rather mechanical way by the registrar. If sufficient selection has been previously made through the suggested college entrance requirements and subject-matter prerequisites for student teaching, this might be as good a method as any. But from the data presented in this study it seems an inadequate way to determine the qualifications of a prospective student teacher.

TABLE 11
Selection of Student Teachers

Persons Selecting	Number of Colleges Reporting	
	Elementary Grades	High School
Director of training school	11	8
Principal of building	2	0
Department supervisor	1	2
Subject-matter department	0	1
Training supervisor	0	0
Director of training school and department supervisor	5	2
Director of training school and training supervisor	0	2
Registrar when courses are completed	16	12
Registrar and director of training school	1	1
Head of subject-matter department, supervisor and principal	0	1
Director of training school and principal of building	0	2
Number of colleges	36	31

The data also show that the person who should know the most about the capability of the individual and his peculiar fitness to do an acceptable piece of work in the training school, has practically nothing to do with the selection of the student teacher. That is, the head of the subject-matter department should certainly be in a strategic position to offer valuable suggestions concerning the desirability of permitting a student to attempt student teaching at a given stage in his development. Especially is this true for students who are to teach in the high school. The recording of a mark in the registrar's office of sufficiently high rank to meet a scholarship prerequisite is not sufficient evidence to justify a trial at student teaching. Careful consideration of a student's scholastic record, physical condition, and emotional characteristics should precede his selection and placement as a student teacher.

ASSIGNMENT OF STUDENT TEACHERS

Closely connected with the selection of student teachers is the question of assignment to specific teaching positions. Although it is probably not of so much importance as the selection of the student for his course in supervised teaching, proper placement is very important from the standpoint of probable success in the first teaching experience. It would seem advisable, therefore, that the assigning of student teachers should be in the hands of those who are most closely associated with the students and who are in position to advise most intelligently with them about their prospective work in the training school. Table 12 shows that this principle was followed in only a limited number of cases in the elementary grades, and hardly at all in the high school. The department supervisor in the elementary grades should be in close touch with each student in the department and should therefore be able to give the kind of advice needed for an intelligent assignment to specific positions.

TABLE 12
Assignment of Student Teachers

Persons Who Make Assignment	Number of Colleges Reporting	
	Elementary Grades	High School
Director of training school	10	13
Director and training supervisor	6	2
Director and department supervisor	12	8
Department supervisor	1	2
Principal of building	1	1
Subject-matter department	1	1
Subject-matter department and building principal	0	1
Training supervisor and department supervisor	1	0
Director, training supervisor, and department supervisor	1	0
Principal of building and training supervisor	1	0
Training supervisor	1	0
Student assignment commission	1	1
Number of colleges	36	29

The most striking fact shown by Table 12 is that in only two colleges did the head of the subject-matter department have anything to do with assigning the student teachers to their positions. It would seem that this member of the faculty should be so closely in touch with the preparation and needs of his major and minor students and with the availability of student-teaching positions that he could advantageously make all assignments of students who were to do

their student teaching in the high school. It might be necessary for him to confer with the director of the training school about different problems involved in the student-teaching positions available from time to time, and with other college officials as indicated below, but he should have the final word in the selection and placement of his students for student teaching.

The best plan presented in Table 12 is the student assignment commission. This commission is composed of the director of the training school, the dean of the college, the registrar, and the head of the subject-matter department in which the student teacher did his major and minor subjects. This arrangement, however, was found in only one college.

NUMBER OF STUDENT TEACHERS PER TRAINING SUPERVISOR

The number of student teachers assigned to a training supervisor at one time is so important that the American Association of Teachers Colleges has set up the maximum number that is acceptable for creditable work. The Association has limited the number of student teachers per training supervisor to eighteen per year doing ninety clock hours of student teaching.* Mead goes even further, and states that the training supervisor under the ninety-hour load will be able to care for four student teachers, and only four, at one time."

According to these standards, the state teachers colleges included in this study were assigning too many student teachers per training supervisor during a quarter or semester. Table 13 shows that there was a tendency to meet the standard on the average, but the maximum number of student teachers assigned was entirely too heavy in the elementary grades and in approximately one-half of the high schools. Only three of the high schools and six of the elementary schools showed an excessive average in assignments. The averages are significant, but the extreme cases have a tremendous weight in determining the efficiency of the training supervisor's functions.

The check which was made in March, 1934 showed that the average tended to increase slightly, that is, by less than one, while the extremely large groups decreased. The largest assignment which was reported was twenty both in the elementary grades and in the high school.

*The American Association of Teachers Colleges, *Yearbook*, p. 13, 1931.

°Mead, *op. cit.*, pp. 842-843.

TABLE 13

Distribution of Student Teachers Assigned in One Term to One Training Supervisor, Showing the Minimum, Average, and Maximum Group per College for the Elementary and the High School

Number of Students Assigned	Minimum Assignment		Average Assignment		Maximum Assignment	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
0	3	2	..	..	..	..
1	11	12	..	..	..	..
2	4	7	6	4	..	..
3	3	4	3	9	3	3
4	3	2	4	4	4	4
5	1	..	3	2	..	3
6	3	1	4	3	3	4
7 .....	..	..	1	..	..	1
8 .....	..	1	3	4	5	3
9 .....	..	..	1	..	1	2
10 .....	..	..	..	..	3	1
12	2	..	1	2	1	..
13 .....	..	..	1	..	1	3
14 .....	..	..	..	..	3	1
15 .....	..	..	2	..	..	..
18 .....	..	..	..	1	..	1
20 .....	..	..	1	..	1	2
23 .....	..	..	..	..	1	1
30 .....	..	..	..	..	2	..
35 .....	..	..	..	..	1	..
46 .....	..	..	..	..	1	..
Total	30	29	30	29	30	29
Average	2.9	1.4	6.2	4.6	8	8

The data in Table 13 show about the same conditions as those revealed by Garrison in his study.¹⁰ The averages are slightly lower than his, and the extremes do not reach as large numbers as he found. This indicates that the extremely large assignments, while they are still present, are gradually decreasing. But there is a possibility that all the differences found may be due to the difference in the schools studied. The conclusion must be that in many cases there are more student teachers assigned per training supervisor than are approved by authorities on the subject.

BEGINNING STUDENT TEACHING

Theoretically a student should be introduced to student teaching through a period of what has been called "participation." Bulletin

¹⁰Garrison, *op. cit.*, p. 14.

14 says: "It would be a mistake to limit the student's active contact with the training school to the period of his responsible practice teaching. As soon as possible after his residence at the normal school begins, he should be introduced to the actual problems of teaching, partly through systematic observation, and even more intimately through the type of training school work that has been called 'participation.' There should be a period of action as a helper or assistant to the regular teacher."¹¹ Mead says of this method of introducing the student to his work as a teacher in the training school: "So valuable is this initial participation that, in the writer's judgment, it should always precede supervised student teaching."¹²

Pryor worked out a complete series of graded units in student teaching, through which the student is gradually inducted into the full responsibility of classroom teaching.¹³

Myers and Beechel prepared a "Manual of Observation and Participation"¹⁴ which illustrates how a student is to be inducted into the full responsibilities of classroom teaching. In the introduction to this manual George D. Strayer says: "It is of utmost importance that the student proceed from intelligent observation of the work of skilled teachers to the point where she accepts full responsibility for the teaching of a class."¹⁵

The way students actually begin their teaching in the training school usually falls far short of the above recommendations. Table 8 shows that there were only three cases in the elementary grades and five cases in the high school where a course in participation was prerequisite to student teaching. This seems to indicate that those who are responsible for the organization and administration of student teaching in our state teachers colleges are not keeping their work as nearly abreast of the best professional thought and educational practice as they should for the greatest efficiency in teacher training.

Table 14 shows that the student is likely to begin his actual teaching with a group of five to twelve children. He begins to teach this group after he has spent from one to two weeks observing his training supervisor teach one to three lessons per day. Many times these observations constitute about all the previous contact he

¹¹Learned, Bagley, et. al., *op. cit.*, pp. 224-225.

¹²Mead, *op. cit.*, p. 238.

¹³Pryor, H. C., *Graded Units of Student-Teaching*. Bureau of Publications, Teachers College, Columbia University, 1926.

¹⁴Myers, A. F. and Beechel, Edith E., *Manual of Observation and Participation*, 1926.

¹⁵*Ibid.*, Introduction.

has had with the training school before he begins his work as a teacher of the children. In a few cases he has had good training in methods courses which included observation in the training school; in still fewer cases he has had continuous observation from his first entry into the teachers college. This observation was done in connection with both the educational and psychological courses and the subject-matter courses.

TABLE 14
Size of Group That Student Teachers Teach at the Beginning of Their Work

	Tutoring from 1 to 3	Small Group 4 to 12	Larger Group 13 to 20	Normal Grade or Group	Varies with Supervision	Total
Elementary grades ...	4	26	2	1	3	36
High school	2	25	1	1	2	31

Although the data in Table 14 deal with the beginning of student teaching they do not show all the facts. About two-thirds of both the elementary grades and the high schools required a period of full classroom responsibility. This period varied from one-half day to one week. A half day was the usual practice. This period of full responsibility for the teaching of an entire class is recommended in Bulletin 14.³⁶ So far as the writer knows, there has been no experimental work done to determine which is the best way to begin student teaching. The data here show a variety of ways. It would seem advisable, however, to consult the needs of the individual student teacher in regard to which method would be best for him to follow.³⁷

NUMBER OF GRADES AND SUBJECTS TAUGHT BY STUDENT TEACHERS

The greater the number of teaching situations which the student teacher learns to deal with successfully, the greater should be his chances for successful performance as a teacher in the public schools. The variety of experience which a student teacher is likely to have is set forth in Tables 15 and 16. The average student who did teaching in the elementary grades taught three subjects in two or three grades under the supervision of two training supervisors for

³⁶Learned, Bagley, *et al.*, *op. cit.*, p. 223.

³⁷The check made recently shows that one college is varying the practice according to the needs of the individual student.

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sixty minutes per day and over a period of twelve to eighteen weeks. The student who did his teaching in the high school was likely to teach two subjects in two or three grades for sixty minutes per day under two training supervisors and over a period of twelve to eighteen weeks. For a teacher who would go into one of the larger high schools where he would be expected to teach not more than two subjects, such an amount and variety of teaching might reasonably well prepare him for his duties in the classroom. But for a student who might find himself in a high school where he would have to teach three or four subjects and in all four grades, such training would seem to be inadequate.

TABLE 15

Number of Grades and Subjects Taught, and the Number of Training Supervisors Under Whom Students Do Student Teaching

	Number of Grades Taught					Number of Subjects Taught					Number of Training Supervisors Under Whom Taught			
	1	2	3	4	5	1	2	3	4	5 or more	1	2	3	4 or several
Elementary grades	6	15	15	..	..	..	2	17	9	6	8	16	10	1
Number of colleges reporting each practice	..	36	..	..	..	..	34	..	..	..	..	35	..	..
High school	2	17	12	..	..	..	23	5	3	..	3	23	5	..
Number of colleges	31					31					31			

The student who did his teaching in the elementary grades got his experience over a comparatively narrow range of subjects compared to what he will have to teach when he enters the public school as a responsible grade teacher. The amount of time per day was too brief for him to learn to use modern methods of instruction. Alexander in his report of the Louisiana Survey says, "The practice of teaching an hour at a time is particularly ill adapted to modern elementary school procedure where large units of work or projects often break over the divisions among the subjects."¹⁸

¹⁸Bagley, W. C., Alexander, Thomas, and Foote, J. M., *Report of the Survey Commission on the Louisiana State Normal College, The Louisiana Polytechnic Institute, and the Southwestern Louisiana Institute*, p. 194, 1924.

TIME SPENT IN STUDENT TEACHING

The vast majority of students taught one hour per day regardless of the number of weeks or whether they did their student teaching in the elementary grades or in the high school. The student who taught in the high school, however, did, on the average, slightly more teaching than the one who taught in the elementary grades.

Only three colleges reported that the time spent in student teaching varied with the ability of the student teacher. Yet this is a vital principle which conforms to the psychology of varying the instruction according to the individual needs of the learner.

The data presented in Table 16 show no tendency to conform to recommendations made in Bulletin 14,¹⁹ that student teaching be concentrated so that the student may give all his attention to that one subject, nor to subsequent recommendations made by authorities on the subject.

TABLE 16

Number of Minutes per Day and Total Number of Weeks of Student Teaching Required by Each College

Number of Minutes Per Day	Elementary Grades Number of Weeks						Number of Colleges	High School Number of Weeks					Number of Colleges
	9	12	18	24	27	36		12	18	24	27	36	
20 .....	..	I	..	..	..	..	I	..	..	..	..	..	..
25 .....	..	I	..	I	..	..	2	..	..	2	..	I	3
40 .....	..	..	I	I	..	..	2	..	..	..	..	..	..
45 .....	..	..	I	I	..	..	2	..	..	..	..	..	..
50 .....	..	I	..	I	..	..	2	..	..	3	..	..	3
55 .....	..	..	..	..	I	..	I	..	I	2	..	..	3
60	I	8	2	6	I	3	21	6	3	7	I	3	20
120 .....	..	..	I	I	..	..	2	I	..	..	..	..	I
150 .....	..	..	..	..	..	..	..	I	..	..	..	..	I
180	I	..	..	..	..	..	I	..	..	..	..	..	..
240 .....	..	I	..	..	..	..	I	..	..	..	..	..	..
300 .....	..	I	..	..	..	..	I	..	..	..	..	..	..
Number of schools and colleges ...	2	13	5	11	2	3	36	8	4	14	I	4	31

Alexander says that it is better administration to have the student concentrate on teaching during the student-teaching term. He says that it is better to assign the student to the room for one-half day than for one hour.²⁰

¹⁹Learned, Bagley, *et al.*, *op. cit.*, pp. 222-224.

²⁰Bagley, Alexander, and Foote, *op. cit.*, pp. 198-199.

The time spent in student teaching in the high school is not sufficient to train the student teacher in three subject-matter fields as advocated by Mead.²¹ The data seem to bear out the further contention by Mead that "The minima required are often too low to make it possible to cover the work in more than one field and, still worse, the facilities are lacking for doing it."²²

In light of the evidence presented by Edna M. Marshall in her study,²³ the time as illustrated by the data is too short for efficient training. Especially is this applicable to the elementary grades, in which thirteen of the colleges required only twelve weeks of student teaching.

PROPORTION OF TEACHING IN THE TRAINING SCHOOL DONE BY STUDENT TEACHERS

It has been recommended from time to time that not more than 60 per cent of the teaching in the training school be done by student teachers.²⁴ In spite of these recommendations, the data in Table 17 show that in only 55.5 per cent of the cases in the elementary grades

TABLE 17

Proportion of Teaching in the Training School Done by Student Teachers

	All	$\frac{1}{8}$	$\frac{1}{4}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{5}{8}$	$\frac{3}{4}$	$\frac{7}{8}$	$\frac{1}{2}$	$\frac{3}{4}$	Total Colleges Reporting
Elementary schools	2*	1	3	13	1	4	4	7	1		36
High school	0	1	3	14	2	4	3	4	0		31

*The two cases in which all the teaching was done by student teachers have been changed to conform to the standard of the American Association of Teachers Colleges.

and 58 per cent of the cases in the high school were these recommendations followed by the state teachers colleges included in this study. From the data presented in Tables 16 and 17, it would seem advisable for many of the colleges to reorganize their student teaching to make procedures meet standard requirements and to conform to the results of experimental studies on the subject.

²¹Mead, *op. cit.*, p. 418.

²²*Ibid.*, p. 315.

²³Marshall, Edna M., *Evaluation of Types of Student Teaching*, pp. 71-74. Bureau of Publications, Teachers College, Columbia University, 1932.

²⁴Learned, Bagley, *et al.*, pp. 194-195.

SUPERVISION OF STUDENT TEACHING

Two types of supervision of student teaching were generally found in the colleges studied. The type most frequently found was that in which the student teachers were assigned to the training supervisor who had complete supervision of their work, including directed observation, plan-making, conferences, and criticism of their teaching. As a usual thing she required the student to observe her teaching from one to three periods per day over a period of one or two weeks before he began to teach. During this period general conferences were held with the student teachers with reference to what the students had observed her do. Later, individual conferences were held with reference to lesson plans and any other item which was of interest to a particular student in his preparation for teaching. The student teacher seldom taught a lesson unless the training supervisor was present during the entire time. Either an oral or a written criticism was given each student teacher following his daily performance.

The general procedure of the second type was very much like that of the first type except that the director of the training school or the department supervisor or both assisted the training supervisor in the supervision. These two usually held group conferences three times each week. The content of these conferences varied widely and is discussed more fully in Chapter V.

The director of the training school or the department supervisor, or both, visited the student teacher at rather regular intervals and observed his teaching. Usually written or oral criticisms were given after each visitation.

In neither of the above plans of supervising the student teacher did the subject-matter teacher have a part. Table 18 shows that this was the situation in practically all the schools. It was seldom that the specialists who trained the student teacher in the subject-matter field had any part in supervising his teaching, even in the high school. The data throughout this study reveal time after time that the subject-matter teachers in the state teachers colleges do not accept responsibility for the quality of teaching done by student teachers in the training school. This is in face of the fact that professional opinion on the subject is plainly in favor of this practice. "Practice teaching is largely either valueless or helpful to the extent that the work is carefully supervised. The only reason that a student who has not had teaching

experience can be asked to take practice teaching is the fact that more scientific and carefully planned methods for teaching the lesson will be followed. This planning can come about only through expert supervision in lesson planning and in the organization of materials."²⁵ Expert supervision in the teaching of subjects in the high school is not likely to be adequately obtained when the subject-matter specialist in the college is not consulted by the student with reference to the selection of subject matter and the organization of that subject matter into teachable units.

The academic training of the training supervisor is not at present adequate to guarantee sufficient guidance to the student teacher in the selection and use of materials and subject matter without the help of subject-matter specialists both in the elementary grades and in the high school.²⁶ Table 18 shows that the responsibility for seeing that the student teacher has planned his work wisely falls almost entirely upon the training supervisor both in the elementary grades and in the high school.

The student teacher is not prepared to meet the responsibilities of classroom teaching. He is lacking in the knowledge of subject matter and in the methods of presenting subject matter to the children.²⁷ This situation might be remedied if the subject-matter teacher would accept a part of the responsibility for the student's activities in the classroom as a teacher, and follow the suggestion: "If a student teacher is to do work in arithmetic, it is clear that the mathematics department should supervise in part his work. The methods to be pursued should, to a large extent at least, be those that the student has learned in the mathematics and in the education department."²⁸

²⁵Baughner, *op. cit.*, p. 96.

²⁶Butcher, T. W., "Immediate Problems of the Teachers Colleges of the United States," American Association of Teachers Colleges, *Yearbook*, 1922. Tabulated by A. R. Mead in *Supervised Student-Teaching*, p. 598.

Garrison, *op. cit.*, p. 10.

Fitch, H. N., *An Analysis of the Supervisory Activities and Techniques of the Elementary School Training Supervisor*, p. 14. Bureau of Publications, Teachers College, Columbia University, 1931.

Crutsinger, *op. cit.*, p. 101.

²⁷Garrison, *op. cit.*, pp. 53-54.

²⁸Bagley, Alexander, and Foote, *op. cit.*, p. 201.

TABLE 18
Staff Member Supervising Student Teaching

Persons Who Supervise	Colleges Reporting	
	Elementary Grades	High School
Training supervisor	8	7
Training supervisor and director of training school	5	2
Training supervisor, director, and department supervisor	7	6
Training supervisor and department supervisor	6	5
Training supervisor, department supervisor and principal of building	1	1
Principal of building and head of subject-matter department	0	1
Director of training school	1	1
Training supervisor, department supervisor and head of subject-matter department	3	0
Director, principal of building, supervising teacher in subject-matter department, and special subject supervisor	1	0
Department supervisor and principal of building	0	1
Training supervisor, supervising teacher in subject-matter department, and principal of building	1	2
Training supervisor, department supervisor and supervisor of special subjects	1	2
Training supervisor, department supervisor and principal of building	1	0
Head of subject-matter department and principal of building	0	1
Training supervisor, director, subject-matter department, and special subject supervisor	1	2
Number of colleges	36	31

LESSON PLANNING

"There is no question about the desirability of making plans before attempting to teach a lesson."²⁰ "The beginning teacher must, as far as possible, make up for his lack of experience by planning detailed plans."²⁰ The same author further says: "But he soon must learn to abbreviate more and more until a few sentences jotted down in haste serve as a plan from which a masterly lesson may be taught."²¹ The data presented in Table 19 show no radical difference between the types of plans that the student teacher made at the beginning and those he made at the end of his teaching period. There was a slight

²⁰Blackhurst, J. H., *Directed Observation and Supervised Teaching*, p. 238.

²⁰*Ibid.*, p. 237.

²¹*Ibid.*, p. 239.

tendency, however, to shift from the detailed daily unit to the daily outline and the large unit in the high school, and from the detailed daily unit to the detailed large unit in the elementary grades. But there was not sufficient change to justify a statement that there were sequential steps through which student teachers were required to pass in their plan-making from a detailed type of plan at the beginning of their teaching experience to an outline type by the end of their student-teaching period.

TABLE 10

Kinds of Lesson Plans Made by Student Teachers at the Beginning and at the End of the Student-Teaching Period

Time	Elementary Grades		High School	
	Detailed	Outline	Detailed	Outline
At beginning of supervised teaching period:				
Large unit	18	8	9	6
Daily unit	30	6	27	4
Outline	3	5	5	9
Varies with supervisor		2		2
At end of supervised teaching period:				
Large unit	26	10	15	8
Daily outline	19	7	21	10
Outline	3	5	5	1
Varies with supervisor		2		2

From about one hundred lesson plans collected from student teachers in the various teachers colleges included in this study, thirty were selected at random, including plans for the primary grades, the grammar grades, and the high school. These were studied in detail for type, form, and content. Five of these plans are given in detail (see page 37) just as they were written by the student teachers and approved by their training supervisors. They illustrate the types of plans used by the training supervisors as nearly as a small number of plans can do so. They also give support to the statement of Lois C. Mossman: "There is a diversity of opinion as to the form of the plan. The most favored elements are (a) outline of subject matter, (b) details of subject matter and method, (c) pivotal questions, and a list of items indicating the proposed procedure."²² The unit in reading on the "Gray Squirrel's Tail" gives a type of plan that more nearly

²²Mossman, Lois C., *Changing Conceptions Relative to the Planning of Lessons*, p. 47. Bureau of Publications, Teachers College, Columbia University, 1924.

approaches what Mossman recommended when she said, "There is need for a record of progress which the plan does not meet, for it does not indicate what was accomplished. A record is needed which is both projective and retrospective."³³ This plan has the retrospective element in it, at least to some extent. There were only two such plans among the ones studied and they came from two student teachers under the same training supervisor.

TABLE 20
Extent to Which Student Teachers Follow Their Plans

	Exactly	Approximately*	In General	Not at All	Number of Cases
Elementary school:					
By beginning teachers	1	28	7	0	36
At end of supervised teaching	0	13	23	0	36
High school:					
By beginning teachers	2	23	6	..	31
At end of supervised teaching	..	11	20	..	31

*The term "approximately" means that the student teacher has some option in procedure, but must not vary too far from his plan as written out. The term "in general" means that the plan is a mere outline to be used as a guide to keep from rambling.

Mossman's criticism still holds true that "plans have usually failed to deal with the activities of children, giving their attention only to presentation of subject matter."³⁴

Many of the plans also "over-emphasized questions and answers when considered in the light of the total schoolroom activity for which the teacher must prepare."³⁵ They went so far as to ask the questions and write out in full the answers expected from the pupils. The only excuse for requiring such a plan would be for the training supervisor to satisfy himself that the student teacher really knew the answers to the questions he was to ask the children. In conversing with many of the training supervisors, the writer found that such a requirement was justified on that ground. One of the most frequent complaints heard from the training supervisors about the student teachers was that they were assigned to the training school before they had an adequate knowledge of the subject matter they were to teach; this was especially true of student teachers in the high school and the upper grammar grades. Baugher also has this to say on

³³*Ibid.*, p. 52, No. 7.

³⁴Mossman, *op. cit.*, p. 52, No. 11.

³⁵*Ibid.*, p. 52, No. 13.

this point: "Practice-teachers sometimes teach courses for which they have not had adequate preparation."³⁶

This situation might be remedied to a great extent if the subject-matter teacher should accept responsibility for the student's work in the training school by assisting him in selecting and organizing the subject matter to be taught, and then supervising his actual teaching. Table 21 shows that this was not done to any considerable extent. In the reports from student teachers represented by Table 38 the same condition is substantiated.

TABLE 21
Staff Members Who Read the Student Teachers' Lesson Plans

Persons Who Read the Plans	Number of Colleges Reporting Each Practice	
	Elementary Grades	High School
Training supervisor	28	28
Department supervisor	1	0
Director of training school	1	0
Training supervisor and department supervisor	2	0
Training supervisor and director of training school ...	1	2
Subject-matter teacher and director of training school	3	1
Number of colleges reporting	36	31

Notwithstanding the fact that a tabulation of the data in Table 19 shows that training supervisors and directors of the training school state that student teachers were required to make detailed large unit and large unit outline plans, not one plan was found in all those collected that met the definition of a large unit set forth by McMurry.³⁷ Nor did any of the plans meet the requirement of Blackhurst that "the student should assure himself in each lesson that the immediate aim leads not only to a worthy remote aim but to the one stated at the beginning of the lesson plan."³⁸ Furthermore not one plan met the standard for the lesson assignment as prescribed by Fontaine: "In the first place, the teacher should always consider the assignment from the viewpoint of large units of study organized around centralizing growing ideas rather than from the standpoint of day-by-day lesson planning."³⁹ In fact neither the aims nor the

³⁶Baughner, *op. cit.*, p. 24.

³⁷McMurry, C. A., "The Large Unit of Instruction, A Basis for Lesson Planning," *Educational Administration and Supervision*, Vol. II, pp. 338-339, 1925.

³⁸Blackhurst, *op. cit.*, p. 247.

³⁹Fontaine, E. C., "Assignment of Lessons," *National Educational Journal*, Vol. 18, p. 313, Dec., 1929.

assignments in the lesson plans presented have met the requirements of any authority known to the writer. For acceptable forms of the lesson plan the reader is referred to Blackhurst.⁴⁰

LESSON PLAN

FIRST GRADE, READING, M. B.

Unit is to read: "Gray Squirrel's Tail."

General Aim: To interest the children in reading the story; to create a desire to read; to increase eye span or rapid recognition of words; to eliminate the use of lips and fingers in reading silently; to help the children recognize unfamiliar words.

Subject Matter	Procedure	Specific Objectives	Actual Attainments
<p>We see a squirrel in this picture</p> <p>The trap caught the squirrel's tail.</p> <p>"Gray Squirrel's Tail."</p> <p>Once upon a time Gray Squirrel caught his tail in a trap.</p> <p>He said, "Oh, what shall I do? I am caught."</p> <p>He cried out, "Help, help, I am caught in a trap."</p> <p>Soon a rabbit heard Gray Squirrel call.</p> <p>He ran and ran till he came to Gray Squirrel.</p> <p>The Gray Squirrel said, "Oh, please help me, my tail is caught in this trap."</p> <p>The rabbit said, "I have no time to help you. I am in a hurry. But I will send someone to help you."</p> <p>Soon the rabbit met a cat. He said, "Cat, your friend, Gray Squirrel, wants to see you."</p>	<p>Look! Whom do we see in this picture?</p> <p>What caught the Squirrel's tail?</p> <p>Who can tell me the name of this story?</p> <p>Once upon a time what happened?</p> <p>Read this page silently, and it will tell you.</p> <p>What did Gray Squirrel cry? Read silently and see.</p> <p>Who heard the Gray Squirrel?</p> <p>Does the rabbit help Gray Squirrel?</p> <p>Read this page and see.</p> <p>Soon the rabbit met someone.</p> <p>Read silently and see whom he met, and what he said.</p> <p>Did the cat help poor Gray Squirrel?</p> <p>In this picture we see the Gray Squirrel talking to the cat.</p> <p>Soon the cat met someone.</p> <p>Read this page silently and see.</p> <p>Read the next page</p>	<p><i>Attitudes:</i></p> <p>Attitudes of open-mindedness.</p> <p>Attitude of interest.</p> <p>Attitude of pleasure.</p> <p>Attitude of being courteous.</p> <p>Attitude for work.</p> <p>Attitude or desire to read.</p> <p>Attitude of respect for others when they are reading.</p> <p>Attitude of enjoyment.</p> <p><i>Abilities:</i></p> <p>Ability to recognize and pronounce words correctly.</p> <p>Ability to read silently without use of lips and fingers.</p> <p>Ability to read clearly.</p> <p>Ability to understand what is being read.</p> <p><i>Skills:</i></p> <p>Skill in handling the book.</p>	<p>We talked about the picture, to interest them in the story. They seemed to enjoy this very much.</p> <p>We read the story silently, and then orally by lines.</p> <p>They studied well, and were willing to read when called upon.</p> <p>We had a brief discussion on traps and how it is possible to get caught in a trap.</p> <p>Neil told of his experience when he was caught in a trap. This conversation stimulated more interest in the story. There was interest and enthusiasm throughout the entire story.</p> <p>I kept their attention on the story by asking them questions as they read.</p> <p>I related their new words to something within their experience, so that they would have a clearer</p>

⁴⁰Blackhurst, *op. cit.*, pp. 260-278.

Subject Matter	Procedure	Specific Objectives	Actual Attainments
<p>Soon the cat found Gray Squirrel. She said, "Gray Squirrel, do you want to see me?"</p> <p>Gray Squirrel said, "Oh, please help me. My tail is caught in this trap." The cat said, "I have no time to help you, etc." (same as rabbit).</p> <p>Soon the cat met a pig. She said, "Pig, your friend, Gray Squirrel, wants to see you."</p> <p>Soon the pig found Gray Squirrel. He said, "Gray Squirrel, do you want to see me?"</p> <p>Gray Squirrel said, "Oh, please help me, my tail is caught in this trap." The pig said, "I have no time to help you, etc." (same as other). Soon he met a goat. The goat said, "Where is Gray Squirrel?" etc. (same as other).</p> <p>Gray Squirrel said, "The cat will not help me; the pig will not help me; the goat will not help me; no one will help me." Just then Gray Squirrel heard a voice. "Too-hoo, too-hoo," "Who's that?" called Gray Squirrel. "It is a wise owl," said the voice. Gray Squirrel said, "My</p>	<p>silently, does the pig help Gray Squirrel?</p> <p>Whom did the pig meet?</p> <p>What does the poor squirrel say?</p> <p>Just then Gray Squirrel heard a noise. Read silently and see whom she heard.</p> <p>What does Gray Squirrel tell the wise Owl?</p> <p>What does the Wise Owl say to Gray Squirrel?</p> <p>Read silently and find out.</p> <p>How does Gray Squirrel get out?</p> <p>Read the end of the story and see.</p> <p>How many of us ask someone to do something for us, that we could do for ourselves just as the squirrel did at the end.</p>	<p>Skill in rapid recognition of words.</p> <p>Skill in reading without lips and fingers.</p> <p>Ability to recognize words alike.</p> <p>Ability to concentrate on story that is being read.</p> <p>Ability to enunciate words clearly.</p> <p>Ability to read fluently.</p>	<p>concept, and be able to recognize the words next time.</p> <p>The entire story was reread by the group omitting the silent reading. They had an increase of eye span the second time they read the story.</p> <p>After reading the story each related experiences in their own life where they asked someone to do something for them that they could do alone, just as Gray Squirrel had done.</p>

Subject Matter	Procedure	Specific Objectives	Actual Attainments
<p>tail is caught in this trap."</p> <p>"The rabbit would not help me; the cat would not help me; the pig would not help me; the goat would not help me; will you help me?"</p> <p>Wise Owl said, "Why don't you help yourself? Pull, Gray Squirrel, pull."</p> <p>So Gray Squirrel pulled his tail out of the trap. Then he began to laugh and ran home.</p>			

WORD DRILL

Unit II Aim: To provide motive for word drill through games. M. B.

Subject Matter	Procedure	Specific Objectives	Actual Attainments
every gave all buy look work where so horse hen rooster no man stay will give catch nice help lay wake up cow soon get	<p>The word cards are placed in the chart.</p> <p>The children ask other the words they do not recognize.</p> <p>One child blindfolds his eyes, the class selects a word, pupil that was blindfolded tried to guess word that was chosen.</p> <p>He points to each word, and names it, when he succeeds in pointing and naming word chosen another child tries to guess word chosen. The children play postman. Cards (letters) are given to children as they name them correctly.</p>	<p><i>Attitudes:</i></p> <p>Interest.</p> <p>Pleasure.</p> <p>Attention.</p> <p>Enjoyment in playing the games.</p> <p>Satisfaction.</p> <p><i>Abilities:</i></p> <p>Ability to name words correctly.</p> <p>Ability to concentrate.</p> <p>Ability to pronounce words correctly.</p> <p><i>Skill:</i></p> <p>Skill in recognizing words.</p>	<p>They recognized the words quite well.</p> <p>They enjoyed playing the games, and were anxious to name the words on the cards.</p>

STUDENT TEACHING

HIGH FOURTH READING

General Aim: To develop a love for reading which will establish permanent interest in the reading of good literature.

Specific Aim: To teach an appreciation and memorization for "Which Loved Best?" by Joy Allison.

Material: Text pages 318-19.

Type—Appreciation.

Words	Introduction
pouted	1. There are so many things we love. Let's name some of them. What about your family: do you love your father and mother? Yes, and there are many reasons why you should, too.
rejoiced	Suppose you tell the class a few reasons why you should love your mother; your father.
tidied	I wonder if we give our mothers plenty of causes to love us?
cheerful	Do you treat your mother right and do you help her as you should? Would you like to hear a story of the children who said they loved their mother?
	2. I read the poem to them and then asked several questions about it. How did each prove his love for his mother? Who really <i>did</i> love the mother best? etc. (The questions at the end of the poem are included, too.)
	3. Wouldn't you like to memorize this beautiful poem so you can say it to your mother? It is a poem that you will never forget for you know you would never forget your mother.
	4. The first stanza of the poem is reread and discussed and so on until the entire poem has been reread. One or two members of the class now read the entire poem to the class.
	The latter part of the period is used for the memorization of "Which Loved Best?"

LESSON PLAN

10th Grade.

D. F.

Day's Assignment: Payne and Hill, *Selections from English Literature*, pages 240-252, "Michael," by William Wordsworth.

Aim: The aim of this lesson is to make the students understand the poem, *Michael*, and to appreciate Wordsworth's picture of country life.

Method of Procedure: At the beginning of the lesson I will give the following check-up test on the poem:

1. Who was Michael?
2. Where did he live?
3. What was the son's name?
4. What was the cottage called?
5. What was the name of the old oak?
6. Who was Isabel?
7. What trouble befell Michael?
8. What plan did the mother suggest?

9. What did Michael request of his son on his son's departure?
10. What happened to the son?

After the test these questions will be used in the discussion of the poem, with the following:

1. What is a pastoral poem?
2. Why did Wordsworth write Michael?
3. Why was the old oak called "The Clipping Tree"?
4. What place does Wordsworth describe in this poem?
5. Why was the cottage called "The Evening Star"?
6. What was Michael's first plan to pay the money?
7. What feeling did the father show for his son? Read his farewell message to his son.

The most outstanding words and passages will be explained.

Advance Assignment: *The Rime of the Ancient Mariner* by Samuel Coleridge. You will find in your notes that the poem is divided into seven parts; after reading the poem, name each of these parts. What makes this poem different from any others you have studied?

SEVENTH GRADE ENGLISH

Topic: Ranch Life.

R. A.

Teacher's Aim: To help the children appreciate the life on a ranch and to establish ideals of loyalty, fairness, friendliness, and kindness.

Pupil's Aim⁴: To appreciate the life and ideals of a cowboy.

Subject Matter	Procedure
I	I
Halleck: <i>History of Our Country</i> , Chapter 30, page 445. "Growth of the West."	1. As an introduction to our reading unit on "Ranch Life," I want to read you about the West from a modern history.
Lomax: <i>Songs of the Cattle Trail and Cow Camp</i> . "The Cowboy," page 127.	2. This reading spoke of the cowboy; I want to read you a poem now by an unknown author called "The Cowboy." 3. Did any of you find a picture that portrays this poem? 4. Which picture do you like best? Why? 5. This history spoke of two men as representative cowboys, William F. Cody and Theodore Roosevelt. 6. Who will volunteer to look up the life of Cody, or "Buffalo Bill"? 7. Of Roosevelt? Roosevelt as a Rancher.

⁴Approximately half of the plans had this item in them. By what method the student teachers were able to look into the minds of the children and tell their aims in learning an assignment was not stated. The inclusion of this item would seem to presuppose some kind of unusual insight on the part of the student-teacher.

Subject Matter	Procedure
2	2
Bolenius: <i>Literature</i> , Book I, page 187. "The Ranchman's Ride."	<ol style="list-style-type: none"> 1. Now, open your books to page 187. 2. Read this poem, "The Ranchman's Ride," silently with this purpose in mind: to read the poem to the class well. 3. Which words in this poem suggest the work of a ranchman? 4. Which word pictures animal and flower life of the prairies? 5. Did you like this poem? Why? 6. Now I want to read you of another ride: "The Broncho vs. Bicycle."
Lomax: page 14.	
3	3
<ol style="list-style-type: none"> 1. "Lives on the Level." 2. "Loyal as Steel." 3. "Demands a Square Deal." 4. Kind, Brave, Generous. 	<ol style="list-style-type: none"> 1. Which reading did you prefer? 2. Give interesting facts of cowboy life? 3. What are some of the ideals of a cowboy?
4	4
Assignment:	Read "The Stampede," page 188, carefully. Be able to answer the questions at the end of the reading; look up in the dictionary the meanings of the words you are in doubt about; and think of the characteristics of the cowboys in this story in comparison with your ideals as a boy or girl, as a Boy Scout, a Girl Scout, or a Camp Fire Girl.

LESSON PLAN

Date: 10:15, Jan. 14.

Grade—Eighth.

Remarks on Plan.

L. A. R. (teacher's initials).

I. Subject Matter.

Literature.

II. Subject Unit.

Overcoming handicaps. To visualize or see what is read, quickly and thoroughly.

III. Lesson Unit.

"Argument Against Slang," page 264.

IV. Teacher's Aim.

To have pupils be able to read the declamation and be able to get the thought-line of argument.

V. Teacher's Preparation.

1. Carefully studied over the lesson on pages 264 and 265.

2. Looked up in Encyclopedia about Samuel McChord Crothers.

Director—Mrs. R.

Teacher—M. R.

Remarks on Teaching.

3. Corrected test papers of Friday.
4. Put grades on grade chart.

VI. Preparation of Pupil's Mind for Lesson to Be Taught.

1. Today we are going to study a declamation. What is a declamation?

VII. Presentation.

1. Go over points on delivering a speech.
2. A little about the writer.
3. Recite on the points which Mr. Crothers makes. What does he say the real evil in slang is?
4. Do you agree with him?
5. Other arguments to support or combat these arguments.
6. Hand back papers.

VIII. Lesson Assignments.

"The Death of the Flowers," by William Cullen Bryant. Page 497.

Read and choose your procedure.

Find out something about Bryant.

TABLE 22
Persons Determining the Student Teacher's Final Grade

Person Determining Grade	Number of Colleges Reporting	
	Elementary Grades	High School
Training supervisor	17	18
Training supervisor and director	14	6
Department supervisor and director	0	1
Training supervisor, director, and principal	1	2
Training supervisor and department supervisor.....	2	3
Department supervisor	2	1
Number of colleges reporting	36	31

RECOMMENDATIONS OF STUDENTS FOR POSITIONS

The question, Will the college recommend for teaching positions its graduates who make only the lowest passing grades on student teaching? was answered by all the colleges. Every college except one answered unequivocally *no* for high school positions. Approximately forty-five per cent answered *yes*, conditionally, while two answered *yes* for the elementary grades. One college answered that no one was passed unless he could be recommended for a teaching position. The latter attitude seems to be both sensible and professional.

SUMMARY

The two most generally accepted requirements prerequisite to student teaching were a general scholastic achievement of an average

grade of C and a course in the principles of teaching. In addition to these requirements seventeen of the colleges required a course in psychology as a prerequisite for teaching in the elementary grades and fourteen colleges made a similar requirement prerequisite to student teaching in the high school. With but a few of the state teachers colleges setting up standards higher than high school graduation for admission, and the general practice among those colleges of not requiring personnel records to be kept of their students, the above prerequisites for student teaching were certainly not too high. In fact, such prerequisites for student teaching as the data in this study show are much below those advocated by professional opinion and by the best practice among a few of our teacher-training institutions.

The selection of students for student teaching was left very largely to a kind of automatic arrangement whereby a student became qualified for his student teaching when he completed a certain number of college courses with the necessary scholastic average. Only one college seemed to have a well-worked-out plan whereby a student assignment commission made the selection and assignment of students for student teaching.

The data in this chapter show that the work in the college departments is separated too widely from that in the training school for the most efficient teacher-training program.

Neither the subject-matter departments nor the subject-matter teachers in the college had any considerable part in assigning student teachers to their student-teaching positions. Hence the training school is not tied sufficiently closely to the other college departments to make it a real training center or "proving ground" for the other college work.

The data also show that in the majority of cases the colleges are meeting the standards required for the number of student teachers assigned to the supervisor. There are a few colleges, however, that have not yet met the standards of the American Association of Teachers Colleges in this respect.

In only four colleges was there any serious attempt to introduce the student into student teaching through a well-organized sequence of graded steps. In most cases the students began their teaching by having in charge a group of from four to twelve children.

Student teachers usually taught either two or three grades in the elementary grades and either two or three grades and two subjects

in the high school. Most student teachers taught under two training supervisors.

The time spent in teaching by the student teachers was usually either twelve or twenty-four weeks. One period of sixty minutes per day was required of them by approximately two-thirds of the colleges. Even with this small amount of time assigned to each student teacher, half of the colleges had sixty per cent or more of the teaching in the training schools done by student teachers.

The subject-matter departments had practically no part in supervising the student teacher either through helping him plan his lessons or by observing him teach. This work was done almost exclusively by the training supervisors and members of the department of education in the college. Lesson planning did not meet the requirements of professional opinion on the subject. This situation was probably due largely to the fact that the subject-matter teachers in the college had no part in it in most cases. The final grade was largely determined by the training supervisor. Too much responsibility was placed upon this individual staff member in the student-teaching program.

The training supervisor occupies the key position in the course of supervised teaching. But the entire college is responsible for the training of teachers. The different departments of the college must of necessity assume the obligation of giving the student certain types of training. The very nature of the division of labor makes that imperative. Yet, at the same time, the course in student teaching should not be delegated to a department that has no other part in the training of prospective teachers. For all preliminary training should look forward to this course and all subsequent training should look back at it. The course in student teaching is the "proving ground" to test the efficiency with which other departments have done their work. Therefore neither the training supervisor nor the department of education should be held responsible exclusively for the course in student teaching.

CHAPTER V

OBSERVATIONS AND CONFERENCES

MOST students preparing for the teaching profession participate in two distinct periods of observation and conference. One of these periods comes some time previous to the course in student teaching. The other one comes in connection with the course in student teaching.

OBSERVATIONS AND CONFERENCES BEFORE THE COURSE IN STUDENT TEACHING

In the colleges of this study the amount of observation required of students before they enter the course in student teaching varied in the different colleges. Some colleges did not require any observation. Two required a ninety-hour course in observation and participation. Seventy-one per cent of all the observation reported before the period of student teaching was in connection with education or psychology courses. Very few of the subject-matter teachers in the college took their classes to the training school for observational work, either in the elementary grades or in the high school. Tables 23 and 24 give some idea about the number of days during which a student was likely to come in contact with the training school, and the length of time of these contacts, before he began his teaching experience.

In the Louisiana Survey this general principle is laid down: "Directed observation of skilled teaching in any subject or field is essential to thorough training in that field or subject."¹ Practice in the state teachers colleges included in this study did not follow this principle. In this particular item state teachers colleges seem to need reorganizing badly.

As a basis for group discussion of the observation, approximately sixty per cent of the instructors used definite outlines. Others said frankly that they took their classes to the training school and asked them to make notes, either written or mental, on what was actually

¹Bagley, Alexander, and Foote, *op. cit.*, p. 191.

done. These notes became the basis for discussion. A sample of the kind of outline used for observational notes is given below. It represents an average type. Some were much more in detail, others were briefer.

OBSERVATION OUTLINE FOR UPPER GRADES

- I. Briefly state physical condition of room.
(Ventilation, lighting, seating arrangement, and general appearance of room.)
- II. How was the approach made to the lesson?
(Note how the approach is related to the previous lesson, and the time used.)
- III. Explain the general method of presentation.
 1. Name and characterize the type of lesson taught.
 2. Who did most of the talking, students or teacher?
 3. Characterize the questions asked by the teacher.
 4. What use was made of physical equipment?
- IV. Account for the class interest or lack of class interest as the case may be.
- V. What do you consider is the specific aim of the teacher in this lesson? Was the aim accomplished? Give reasons for your answer.
- VI. What was the principal distraction of the period? How was it dealt with?
- VII. Is the teacher master of the lesson? Give reasons for your answer.
- VIII. When is assignment made? What proportion of the period does it occupy?
Note specifically what is done as regards: (a) Motivation, (b) Definiteness.
- IX. Discuss personal appearance of teacher as affecting teaching.
- X. Things to avoid.
- XI. Things to imitate.
- XII. Questions you would like to have answered by supervisor.

The outline as a guide is recommended by Mead.² A long, detailed check list, however, is not approved.

The data do not show that any individual conferences were held with students following the observations made at this time. Mead states that such conferences are imperative if proper training is to be given the student.³ There is no doubt that they would be exceedingly helpful.

Other data under this topic referred to the types of schools observed: city, village, consolidated, or small rural; the different schools observed, and the different demonstration teachers observed. These data are shown in Table 25 for the elementary grades and in Table 26 for the high school.

²Mead, *op. cit.*, p. 852.

³*Ibid.*

TABLE 23

Amount of Observation in Connection with College Courses, in Terms of the Number of Days and the Length of Time, Done by Students Before the Course in Student Teaching Is Taken in the Elementary Grades

Subject	Number of Days												Total Number of Courses	Length of Periods in Minutes						Average Length of Period
	2	3	5	6	7	8	10	12	15	18	24	28	90	30	40	45	50	55	60	
Special methods	2	1	1	2	1	1	1	1	1	1	1	1	1	12	5	1	2	2	2	43.7
General methods .....	..	..	1	1	1	..	1	..	..	..	..	..	..	3	..	1	1	..	1	51.6
Technique of teaching* .....	..	..	..	1	1	1	..	5	..	1	1	..	..	9	4	1	4	..	..	41.6
Observation and participation .....	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	..	1	1	57.5
Psychology	1	1	..	..	1	..	..	1	1	..	..	..	..	5	2	1	..	2	..	41.0
Biology .....	..	..	..	..	..	..	..	1	..	..	..	..	..	1	1	..	..	..	..	30.0
English	1	..	..	..	..	1	..	..	..	..	..	..	..	2	1	..	..	..	1	45.0
Geography .....	..	..	..	..	..	..	..	..	..	1	1	..	..	1	1	..	..	..	..	30.0
History .....	..	..	..	..	..	..	..	1	1	..	1	..	..	3	2	..	..	..	1	40.0
Mathematics .....	..	..	..	..	..	..	..	..	..	1	1	..	..	1	1	..	..	..	..	30.0
Music .....	..	..	..	..	..	..	..	..	..	1	..	..	..	1	..	..	1	..	..	50.0
Number of colleges with no fixed number of observations																				5
Number of colleges reporting																				34

*This item includes such courses as Introduction to Education, Introduction to Teaching, etc.

TABLE 24

Amount of Observation in Connection with College Courses, in Terms of the Number of Days and Length of Time, Done by Students Before the Course in Student-Teaching Is Taken in the High School

[illegible]

STUDENT TEACHING

TABLE 25
Observation Before Supervised Teaching in Elementary School

	None	One	Two	Three	Four	Five or More	Number of Cases
Different types of schools observed	3	25	5	3	..	..	36
Different schools observed	3	24	7	1	1	..	36
Different grades observed	3	5	3	6	7	12	36
Different demonstration teachers observed	4	4	2	7	5	14	36

TABLE 26
Observation Before Supervised Teaching in High School

	None	One	Two	Three	Four	Five or More	Number of Cases
Different types of schools observed	3	23	4	1	..	..	31
Different schools observed	4	20	6	1	..	..	31
Different grades observed	4	5	4	8	6	4	31
Different demonstration teachers observed	3	6	5	6	4	7	31
Number of subjects observed	3	7	18	2	..	..	30

In the elementary grades there was a decided tendency to observe five or more demonstration teachers in five or more different grades in the same school. It might be a better plan to observe in different types of schools as well as in different grades in the same school. This would acquaint the student with the teaching conditions under which he would probably have to teach in a given type of school.

In the high school the tendency was to observe the teaching of two subjects in three or more grades in the same school. It would seem that for high school teachers the better plan would be to require observation of the teaching of three subjects or more, because the teacher entering the profession for the first time is likely to begin in a high school which has only three or four teachers, and is often required to teach three subjects.⁴

In connection with this part of the study a quotation from a student who was preparing to teach seems pertinent:

"I believe we should have the opportunity, not only that in our teaching we may

⁴Woody, Clifford, "Number and Combination of Subjects Taught in the 1924-25 School Year in the North Central High Schools of Michigan." *Educational Administration and Supervision*. Vol. 12, p. 548, 1926.

attempt to reproduce the things which we see done by the teachers whom we visit, but to give us clues and ideas of what we may be able to do in our own teaching experience. And unless we see how successful members of the profession teach, and see real situations, I do not see how we are to learn to be better teachers. We are not to learn the intricacies of the technique by doing library work, nor by observing the methods used on us by our college professors. Their methods are splendid, but they are on an adult level, while we are to teach adolescent children. We are all familiar with the expression, 'one learns to do by doing'; that one learns to teach teachers by actually teaching, but preceding this event, the potential student teachers should have a rich experience in viewing the origin and development of schoolroom activities."⁵

It might be well for many of the state teachers colleges to follow this admonition. However: "In order to secure valuable results, observation must have clear objectives, clear and definite procedures, definite and continuous direction, guidance, or supervision, be based on some kind of a theory or philosophy, and be integrated with theory and subject matter."⁶

DEMONSTRATION TEACHING OBSERVED BY STUDENTS BEFORE STUDENT TEACHING

The type of lesson which is taught for observation by student teachers is of major importance because the student is supposed to use the lesson as a background to help him establish an ideal in the conduct of a recitation. The data in Table 27 show that the training supervisor was the person who did most of the demonstration teaching. The subject-matter teachers in the college did demonstration teaching in only twenty-five per cent of the cases in the elementary grades and in only nineteen per cent of the cases in the high school. The call for expert handling of materials should suggest that more demonstration teaching could probably be done by subject-matter teachers, especially in the elementary grades. A training supervisor could hardly be expected to be a specialist in all the subjects taught in the elementary grades. However, just because a person is a specialist in any one subject-matter field would not guarantee that he could teach children in the elementary grades or even in the high school. Therefore the question is debatable whether all teachers in the teachers college should conduct demonstration lessons in the

⁵Wesson, Mary, "What the College Could Do to Improve My Teaching of Social Science." *Co-operative Planning for Teacher Training Standards in Texas*, p. 46, Denton, Texas, 1933.

⁶Mead, *op. cit.*, p. 214.

training school. Opinion is divided on this subject;⁷ and no one has set up an experiment to determine what practice is best. However, majority opinion favors the practice that the person who teaches any course in methods of teaching should demonstrate the methods he teaches by actually teaching children either in the elementary grades or in the high school. That seems to be the surest way of really co-ordinating theory and practice, because the person who teaches the theoretical side of teaching could then actually demonstrate for his students the way his theory could be put into practice.

TABLE 27

Persons Who Teach Demonstration Lessons for Students Before Student Teaching

Persons Teaching	Number of Colleges Reporting Each Practice	
	Elementary Grade	High School
Training supervisor	30	20
Department supervisor	9	7
Director of training school	6	2
Subject-matter teacher in college	4	3
Subject-matter teacher of special subject in college	5	3
Number of cases	36	31

OBSERVATION DURING THE PERIOD OF STUDENT TEACHING

The second series of observations was made by students during the period of student teaching. The time spent in observation at the beginning of the period of student teaching varied as widely as did the number of observations made before student teaching. The data show that the student teachers spent from five to sixty days observing just before they began to teach in the elementary grades, and from five to fifteen days before teaching in the high school. These observations extended over a period of four to seventy-five clock hours. The average number of clock hours so spent was approximately twenty-five for the elementary grades and thirty for the high school. In addition to the time spent at the beginning of the student-teaching period, about two-thirds of the colleges required student teachers to do one period of observation daily during the entire course of student teaching. In some of the cases the total amount of time spent in observation consumed two-thirds of the whole amount of time allotted to student teaching. The experimental

⁷Bagley, Alexander, and Foote, *op. cit.*, p. 203. Evenden, E. S., *Educational Administration and Supervision*, Vol. II, pp. 310-311, 1925.

evidence presented by Edna M. Marshall would indicate that this practice is not sound.⁸

Tables 28 and 29 show the relation between the total time in clock hours allotted to student teaching and the per cent of that time spent in observation by students while they were taking the course in student teaching. These tables show practically no agreement as to the percentage of the time allotted to student teaching which is spent in observation. The practice was almost individualistic. Five was the highest number of schools that agreed on any one percentage as a proper division of time between observation and student teaching either in the elementary grades or in the high school. About the only general tendency was for the schools that had the smallest amount of time allotted to student teaching to have also the lowest percentage of that time used for observation.

How much observation should be done or what part of the student's time should be spent in observation during his student-teaching activities has not been conclusively shown. Edna M. Marshall⁹ has shown, however, that there is more teaching efficiency developed when a large percentage of the student's time is devoted to actual teaching than there is when the time is divided between teaching and observation.

Practically all observations made, other than those made of student teachers, were made of teaching done by training supervisors. Occasionally a lesson was taught by a department supervisor for observational purposes during this period of the student's training.

THE STUDENT'S PREPARATION FOR OBSERVATION DURING HIS STUDENT TEACHING

All the training supervisors said that they made their own plans for the lessons which they taught for observational purposes. This practice violated a fundamental principle of psychology since the learner was not properly prepared for the presentation of situations to which he was expected to react. Unless the student knew what was going to be presented and understood the aim for such presentation to the children, he could not judge whether the lesson was a success or a failure in many of its finer techniques. If the teacher had planned to do one thing and the lesson was changed so that some-

⁸Marshall, *op. cit.*, pp. 71-74.

⁹*Ibid.*, p. 72.

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TABLE 28

Relation Between Total Time in Clock Hours Allotted to Student Teaching and Per Cent of That Time Spent in Observation in Elementary Grades

	Clock Hours	Per Cent of Time Spent in Observation														Number Colleges Reporting
		0	7½	8½	10	12½	15½	16.6	20	25	27.4	35	40	46.6	50	
Time allotted to student teaching	20	I	..	..	..	..	..	..	..	..	..	..	..	..	..	I
	40	I	..	..	..	..	..	..	..	..	..	..	..	..	..	I
	45	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0
	52	..	I	..	..	..	..	..	..	..	..	..	..	..	..	I
	60	..	..	I	..	..	..	..	..	..	..	..	..	..	..	I
	67.5	..	..	..	I	..	..	..	..	..	..	..	..	..	..	I
	75	..	..	I	..	..	..	..	..	..	..	..	..	..	..	I
	90	..	..	..	..	..	I	I	..	..	..	..	..	..	I	3
	100	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0
	105	..	..	..	..	I	..	..	..	..	..	..	..	..	..	I
	120	..	..	2	..	..	I	2	I	..	..	I	2	I	2	12
	135	..	I	..	..	..	..	..	..	I	I	..	..	..	..	3
	180	I	..	..	..	..	..	..	I	..	I	..	I	..	I	5
	240	..	..	..	I	..	..	..	..	..	..	..	2	..	..	3
	300	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0
	360	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0
	480	..	I	..	..	..	..	..	..	..	..	..	..	..	..	I
Total		3	3	4	2	I	2	3	2	I	2	I	5	I	4	34

TABLE 29

Relation Between Total Time in Clock Hours Allotted to Student Teaching and Per Cent of That Time Spent in Observation in High School

	Clock Hours	Per Cent of Time Spent in Observation											Number Colleges Reporting
		0	8½	12½	16.6	20	25	27.4	40	46.6	50	60	
Time allotted to student teaching	20	..	..	..	..	..	..	..	..	..	..	..	0
	40	..	..	..	..	..	..	..	..	..	..	..	0
	45	..	I	..	..	..	..	..	..	..	..	..	I
	52	..	..	I	..	..	..	..	..	..	..	..	I
	60	..	..	..	..	..	..	..	..	..	..	..	0
	67.5	..	..	..	..	..	..	..	..	..	..	..	0
	75	..	..	..	..	..	..	..	..	..	..	..	0
	90	..	..	I	I	..	..	..	..	..	I	..	3
	100	..	..	..	..	I	..	..	..	..	..	..	I
	105	..	..	..	..	I	..	..	..	..	..	..	I
	120	..	2	..	2	..	..	..	2	..	I	..	7
	135	..	..	..	..	..	..	I	..	..	..	..	I
	180	I	2	..	..	I	I	..	2	..	I	..	8
	240	..	..	..	..	I	..	..	I	..	..	..	2
	300	I	..	..	..	..	..	..	..	I	..	..	2
	360	..	..	..	..	..	..	..	..	..	..	I	I
	480	..	..	..	..	..	..	..	..	..	..	..	0
Total		2	5	2	3	4	I	I	5	I	3	I	28

thing else was done, or if the teacher had planned a definite series of outcomes and quite a different one resulted, it would be impossible for an observer to judge the effectiveness of the teaching unless he was conversant with the plan of the lesson before it was taught. Therefore the students should be called upon to help make the plans for the lessons which they are to observe, or at least, they should be thoroughly familiar with what the teacher expects to do before she begins to teach a lesson for demonstrational purposes.

Table 30 is arranged to show what kind of preparation student teachers made before they observed a demonstration lesson. In approximately half of the cases in the elementary grades and in forty-one per cent of the cases in the high school the actual subject matter that was going to be taught was studied. In fifty-five per cent of the cases in the elementary grades and in forty-five per cent of the cases in the high school the type of lesson to be taught was studied previous to observing its use. Difficulties of teaching specific subject matter were also studied by a fairly high percentage in both the elementary grades and the high school.

Only three schools reported the use of a manual for observation. In each case it was used in both the elementary grades and the high school. Some form of outline was used, however, by approximately fifty per cent of the schools for both the elementary grades and the high schools.

TABLE 30

Preparation Made by Students for Observation Before Period of Student Teaching

Types of Preparation	Number of Colleges Reporting	
	Elementary Grades	High School
No preparation	5	5
Study type of lesson	20	14
Study subject matter to be observed taught	16	13
Study difficulties in teaching the specific subject matter	15	14
Special readings in methods and psychology	15	13
Assist in planning lessons for observation	8	6
Total schools	36	31

Approximately sixty per cent of the training supervisors required the student teachers to make a written report on the observation made. Several of these reports were collected and a typical one is given below. They were all rather formal, and varied most with

the training supervisor observed, with an occasional touch of individuality from the student teacher.

Some of the supervisors used check lists for the student teachers to fill out during the period of observation. These became the basis for group conferences. Some of these reports were much more detailed than the report given below, but it represents a fair average of what the lists contained.

TYPICAL REPORT ON AN OBSERVATION

Friday, January 11, 1929.

9:40-10:15.

When I entered the room, Miss C. told me they had played the Blacksmith record and had talked about the anvil.

When asked who a miller is, Max replied, "A miller grinds up the grain." (A good definition.)

Max, Sidney, Dick, Ruth Betts, and Barbara were keeping time with their feet.

Later Max crossed his legs and kept time with his heel. Dick and Sidney saw him and they did the same thing. (This is a good example of imitation.)

Max and Dick remembered that if a piece was fast it would be counted 1-2. Max and Dick counted while the record was playing.

Miss C. put a record on the Victrola and asked them to see if they could tell which one it was. Dick remembered the name of it.

Dick was leader. The piece was to be counted 1-2-3. Miss C. showed him how to beat in the form of a triangle. She held the triangle up before him so he could remember what a triangle looked like. He did very well for the first time. Ruth Betts was so interested in watching Dick beat time that she forgot to play her rhythms sticks.

Ruth Carolyn's little brother, John, came just at lunch time.

Sidney said, "Water and milk make us stronger. Sleep does too." (Shows he had learned something about health.)

Max said, "I built a playhouse with real lights, I couldn't have a stove because I didn't have a chimney."

Ruth Carolyn said they went out for supper. They had buffalo meat, some salad, potatoes, and beans.

Leona May said Santa Claus brought her a new dress.

Sidney said he took his sled and went up on the hill and turned a somersault in the snow.

Max said he had a new striped sweater, red, white, black, blue, and purple. He seems to know the names of the colors, but I doubt if he knew which ones were in his sweater.

In speaking of Dick being patriotic on account of his red sweater, Miss S. asked him what patriotic meant, that is, being patriotic to your school. Dick said, "If you're patriotic you want them to win." (This is a pretty good definition for the word.)

In speaking of matches, Max said you shouldn't put two in your pocket together because they might scratch each other and burn you up. He evidently has been taught the danger of playing with matches.

Miss F. told them not to bring their little brothers or sisters to school without their mothers. (Makes rules only when there is a need for them.)

Max said, "I like school. I like to go to school because I learn things." Miss F. told them how well she liked school when she was little.

Each one took his paper for his rest. Ruth Carolyn's little brother did not move, and after their rest, Miss S. bragged about him to the rest of them. Each one picked up his paper and put it in the waste basket. (This teaches neatness.)

A second type of outline used for the student teacher's guide in observation is also given here. This outline calls the student's attention to the child and his activities and follows more closely the recommendations of Lois C. Mossman than any of the other outlines collected.¹⁰

LOWER GRADE OBSERVATION OUTLINE

I. Situation.

1. General setting.
 - a. Lighting.
 - b. Ventilation.
 - c. Cleanliness of room.
2. Character of work going on.
3. Spirit of room.
4. Relation of teacher and child.

II. The Child.

1. Are the children happy?
2. Are the children responsive?
3. General attitude of children.

III. The Teacher.

1. Is she alert?
2. Personal appearance of teacher.
3. Preparation of lesson by teacher.

IV. The Lesson.

1. How have the children been prepared for this lesson?
2. How was the lesson introduced?
3. Did the teacher use life experiences of the children? Evidence.
4. What materials were used? Were they used to an advantage by teacher and pupils?
5. Was the teacher careful of the English used by the children?
6. What type of questions were used and were they good?
7. Did the teacher meet the needs of the group?
8. What was the teacher's special aim in this lesson?
9. Was there any check-up of the work?

¹⁰Mossman, *op. cit.*, pp. 53-67.

GENERAL STANDARDS FOR OBSERVATION

1. What was the child's aim in this lesson?
2. How did the teacher so guide the situation that the pupils felt a strong social motive for best effort?
3. How was the instruction closely related to the previous experience of the pupils?
4. Were the pupils encouraged to show initiative.
 - a. By offering suggestions as to procedure?
 - b. By freely questioning and criticizing one another?
 - c. By supplementing the thought?
 - d. By providing materials?Give concrete examples.
5. Were the pupils encouraged to evaluate and organize.
 - a. Subject-matter?
 - b. Opinions?
 - c. Conduct?
 - d. Time?Give concrete examples.
6. What was the character of the teacher's questions and the pupil's answer?
7. Was the opportunity provided for application of lesson?
8. Was there a general summary?
9. Was there evidence of further valuable activity?
10. Give three points to imitate in any procedure.
11. Give two points to avoid in any procedure and suggest ways of improvement as well as why such procedure should be avoided.

CONFERENCES HELD WITH STUDENT TEACHERS

Two kinds of conferences were held with student teachers: the group conference, and the individual conference. There were six different persons reported to be holding individual conferences with student teachers. Of these six, however, only three had a very great part in the number of conferences held. The training supervisor always held individual conferences with the student teacher. Most training supervisors met each student teacher for a few minutes each day either during the school hours or after the close of the school day. No appreciable number of training supervisors had a definitely scheduled time to hold individual conferences with student teachers. (See Table 33.)

The director of the training school met the student teachers for individual conferences in thirty-six per cent of the cases in the elementary grades and twenty-six per cent of the cases in the high school. The department supervisor held individual conferences with the student teachers in approximately twenty-eight per cent of the cases

in the elementary grades and in twenty-three per cent of the cases in the high school. Less than twenty per cent of the colleges reported individual conferences held between subject-matter teachers in the college and student teachers. (See Table 31.)

The individual conference seemed to be an unorganized item in the student's training in nearly every case. Only one training supervisor reported that she had a definite amount of time—fifteen minutes—set aside for her conferences with each student teacher. Others who held individual conferences with student teachers replied somewhat as follows with reference to time: five to sixty minutes; five to thirty minutes; ten to thirty minutes; ten to sixty minutes—vary, as needed; ten minutes up. There was practically no difference between the elementary grades and the high school.

The time element is an important factor in any conference. The length of the conference period determines whether the student teacher receives the proper amount and kind of helpful discussion of his problems. Mead says: "Student teachers find that schedules, the supervisor's load of work, and other things often shorten the conference or prevent its being held. Another complaint they make is that conferences are too few and too brief to meet their needs."²¹ The conditions reported with reference to the time given to conferences seem to justify such complaints of students, and certainly should be remedied by more definitely scheduled conferences.

Two items covered practically all the general content of these conferences: the lesson plan and the lesson that had just been taught. What items were discussed by the training supervisor depended on the immediate needs of the student teacher. From the information the writer could get, the individual conference was very one-sided. The training supervisor was the one who did the talking and told the student teacher what was needed to be done to improve his teaching as she observed it. Approximately fifty per cent of the training supervisors gave daily written criticisms to the student teachers on their teaching activities.

One school used a mimeographed sheet, a copy of which is shown on page 61. The type of information used in this form became the basis for individual conferences between the training supervisor and the student teacher. This procedure represents the best method found for helping a student teacher overcome weaknesses in general

²¹Mead, *op. cit.*, pp. 324-325.

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TABLE 31
Persons Holding Individual Conferences with Student Teachers

	Director of Train- ing School	Train- ing Super- visor	Depart- ment Super- visor	Subject- Matter Teacher	Educa- tion Teacher	Building ing Prin- cipal	Number of Cases
Elementary school	13	34	10	6	6	3	36
High school	7	29	7	6	6	5	31

TABLE 32
Number of Individual Conferences Held with Student Teachers

	Daily	Weekly	Twice Week	Four Times Week	No Stated Time	Number of Cases
Elementary school	22	4	3	1	6	36
High school	11	5	5	1	9	31

TABLE 33
Time of Day for Individual Conferences

	During School Hours	After School Hours	In Evening	No Regular Time	Number of Cases
Elementary grades	17	14	2	3	36
High school	14	14	..	3	31

methods. A similar procedure might be used to good advantage in helping the student solve most of his teaching problems. By having a problem specifically stated, the student teacher would have a definite goal toward which to work. The discussion of the solution of such a problem would tend decidedly to make conferences less personal than they might otherwise become. This type of procedure would also carry out Mead's idea when he says: "It [the conference] should be to get the student teacher to make his own evaluation as far as he can do it, for thereby he gains strength and independence and becomes a constructive worker."¹²

The group conferences that were held with the student teachers were better organized than the individual conferences. They were scheduled at a given time and were rather uniformly one hour in length.

¹²Mead, *op. cit.*, p. 325.

The student teachers in twenty-eight of the elementary schools made preparation for group conferences by doing special readings before the conferences. In twenty-four of the high schools a similar preparation was made. In only six cases was no preparation for conferences reported.

The training supervisor, the director of the training school, and the department supervisor held about three-fourths of all the group conferences.

In an effort to assist the student teachers in overcoming certain definite weaknesses in general method, the following outline for assignments of definite problems by the supervisors is provided:

Name of Student Teacher.....
 Subject Being Taught.....Grade.....Hour.....
 Name of Supervisor*.....
 Statement of Problem:

.....

Means Employed in Its Solution:

.....

Difficulties Encountered:

.....

Degree of Success:

.....

(This is to be filled out after a week of effort at the solution of the above problem.)

*Training Supervisor.

The data in Tables 31, 32, and 34 show that the principal held very few conferences with student teachers. This was in face of the fact that the chances are very great that when the student enters the public schools as a teacher, practically all the supervising help he will receive will come from the principal. The trend is more and more in that direction all the time.¹⁸ It would seem, therefore, that if the principal is to play an important part in the supervisory program in the public schools, he should have a more vital part in the teacher-training

¹⁸Cubberley, *op. cit.* Gist, A. S., *Elementary Supervision*, 1926. Otto, H. J., *Elementary School Organization and Control*, p. 346, 1934.

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TABLE 34
Persons Holding Group Conferences with Student Teachers

	Director of Train- ing School	Train- ing Super- visor	Depart- ment Super- visor	Subject- Matter Teacher	Educa- tion Teacher	Building Prin- cipal	Number of Cases
Elementary school	17	21	13	2	2	2	36
High school	15	17	14	6	3	2	31

TABLE 35
Number of Group Conferences Held with Student Teachers

	Daily	Weekly	Three Times Per Week	Four Times Per Week	Once Each Two Weeks	Number of Cases
Elementary school	20	6	6	3	1	36
High school	16	6	6	3	..	31

program than he now has. Teachers are supposedly being trained to teach in public schools; therefore, the psychology of the situation would be to train them as nearly as possible under the better practices which they will meet as teachers in the public schools.

SUMMARY

The amount of observation the student was required to do before he began his student teaching and that which he did during the period of student teaching varied with the college. In many instances it varied widely even within the same college, according to the training supervisors or subject-matter teachers under whom the students did their work. The type of observation varied as widely and in the same manner as did the amount. Very few of the colleges had their observations for students organized or conducted in accordance with professional opinion on the subject. The students were not required to do enough observational work, and the observations they did make were not organized for definite purposes. Students, in most cases, were not held sufficiently accountable for the conferences to get the most effective training from them.

The group conferences were somewhat better organized than were the observations of the student teachers. The individual conferences, however, were rather desultory. Only one training supervisor re-

ported a well-organized plan for holding conferences with individual student teachers. The data in this chapter do not conform to the "Principles Underlying Sound Student Teaching" set forth by Esther Marion Nelson when she says, "All phases of student teaching should be carefully integrated and co-ordinated."¹⁴

¹⁴Nelson, *op. cit.*, Chap. VI.

CHAPTER VI

SUPERVISED TEACHING AS REPORTED BY STUDENT TEACHERS

THIS chapter summarizes some phases of supervised teaching as the students who were doing supervised teaching reported it. An effort was made to secure three questionnaires from the primary grades, grammar or intermediate grades, and the high school in each college. This number was not received, therefore an equal number was used from student teachers in the primary grades, the grammar or intermediate grades, and the high school. All the colleges are represented by the questionnaires.

WHO SUPERVISES STUDENT TEACHING

The student teachers stated that in approximately sixty-two per cent of the cases in the elementary grades and in forty-five per cent of the cases in the high school all the supervision of their teaching was done by the training supervisor. These are more than twice the percentages reported by the training supervisors.¹ The other persons who were reported by the directors of the training schools and supervisory teachers as being a part of the supervising staff had evidently missed a great many student teachers or had made very little impression upon them.

It is evident from Table 36 that the subject-matter teachers in the college have little to do with the supervision of student teaching even in the high school. In each of the cases reported in which the subject-matter teacher did all the supervision of student teaching in his field, the field represented was physical education.

This lack of co-operation between the subject-matter teachers of the college and the training school may be due to the increased number of students enrolled in the teachers colleges during recent years. The teachers may feel that their load is too heavy to permit them to carry the further duties of supervision in the training school. Mary I. Cole found in her study that "The institutions with small student

¹Page 33.

enrollment, training elementary teachers only, and not granting degrees, record more co-operation than larger schools training both elementary and secondary teachers, and granting degrees."²

If the lack of co-operation between the teachers of subject-matter courses in the college is due to overcrowded conditions, then one of two things should be done. Either the colleges should have larger appropriations to enable them to expand sufficiently to relieve the congestion or they should decrease their enrollment to a point where adequate training could be given the students who do enroll.

TABLE 36

Persons Supervising Student Teaching as Reported by Student Teachers

Person Supervising	Number of Colleges Reporting	
	Elementary Grades	High School
Training supervisor	66	24
Director of training school	12	0
Training supervisor and department supervisor	8	4
Director of training school and training supervisor	8	12
Subject-matter teacher	5	2
Director, training supervisor, and subject-matter teacher	0	3
Training supervisor, director of training school and principal	0	1
Department supervisor and subject-matter teacher	0	1
Director and principal	0	1
Department supervisor	7	5
Total	106	53

Most probably, however, the cause for the lack of proper co-operation between the subject-matter teachers in the college and the training school is due to a lack of interest and a sympathetic understanding of the problems involved in a teacher-training program on the part of many of those who are now teaching in the subject-matter departments of the teachers colleges. The right kind of administration could relieve this situation to a great extent.

In approximately ten per cent of the cases the director of the training school did all the supervision in the elementary grades, but in no case did he do all the supervision in the high school. This statement varies slightly from the data in Table 18 in which the director of the training school is reported by one school as doing all the supervision in both the elementary grades and the high school. With the other duties to be performed by the director of the training school,

²Cole, *op. cit.*, pp. 261-262.

it would seem that he would not have the necessary time to give to a program of exclusive responsibility for the supervision of a group of student teachers.

Table 37 lists the staff members whom student teachers reported as meeting them for conferences during the period of supervised teaching. It is evident from the table that the training supervisor, the department supervisor, and the director of the training school held practically all the conferences with the student teachers for discussing their work during this period.

TABLE 37
Persons Whom Student Teachers Meet for Conferences

Persons	Number of Colleges Reporting	
	Elementary Grades	High School
Training supervisor	38	16
Department supervisor	23	7
Director of training school	19	0
Training supervisor and director of training school	14	14
Principal of building	5	1
Training supervisor, department supervisor, and director	3	0
Training supervisor and department supervisor	0	9
Subject-matter teacher	4	0
Director of training school and superintendent of schools	0	1
Director, department supervisor, and head of subject-		
matter department	0	1
Superintendent, subject-matter teacher, and department		
supervisor	0	1
Principal and head of department of education	0	1
No answers	0	2
Total	106	53

Approximately thirty-five per cent of the student teachers in the elementary grades and thirty-eight per cent of those in the high schools reported that they met for daily individual conferences. This condition is approximately the same as that reported in Table 31 (page 60).

The group conferences met from one to four times per week. Approximately forty-three per cent of the student teachers in the elementary grades and fifty-one per cent in the high school met once per week; twelve per cent and nineteen per cent, respectively, met twice per week. The remainder met four times per week or not at all, about twenty-seven per cent being in the latter group. These data differ somewhat from those shown in Table 35 in that

no school represented in the table is reported as not holding group conferences with the student teachers.

The conferences which student teachers attended seem to vary very widely in their content. A complete list of items given by student teachers is presented below. The number of times each item appeared follows the item.

Elementary Schools	High Schools
Methods 49	Methods 30
Subject-matter 35	Subject-matter 19
Discipline 32	Discipline 12
Lesson plans 29	Lesson plans 17
Problem of grade taught 25	
General problems of teaching 16	General problems of teaching 12
Problems of individual pupils 15	Problems of individual pupils 15
Criticism of lesson taught 12	Criticism of lesson taught 2
Qualifications of a good teacher 10	
School management 7	
Remedial work 3	
Different types of lessons 3	
How to keep children interested 3	
Devices 3	
How to keep records 3	
How to make reports 3	
Childhood psychology 2	
Psychological aspects of problems presented in classroom 2	
Teaching personality 1	
Curriculum problems 1	
Playground problems 1	
Extra-curricular activities 1	
Trends of advanced teaching 1	
Character education 1	
Seat work 1	
Health education 1	
Psychology teaching 1	
Class progress 1	
Intelligence tests 1	
	Supervised study 2
	Psychology of adolescence 2
	Psychology of childhood 1
	Checking progress of pupils 1
	Extra-curricular activities 1
	Character building 1
	Curriculum problems 1
	Use of leisure time 1
	How to improve teaching 1
	Student government 1

From the list of items reported, the conferences held with student teachers practically avoided a discussion of two of the outstanding items stressed by the advocates of the use of standardized tests: checking the progress of pupils and remedial work. It might be inferred, therefore, that the student teachers are not being adequately trained in the proper use of standardized tests as a means to assist them in their teaching.

SELECTING AND ORGANIZING MATERIALS

The help that the student had in collecting, selecting, and organizing teaching materials is shown by the data in Table 38. More than fifty per cent of all such help came from the training supervisor. Again the reader's attention is called to the fact that the subject-matter departments of the college should co-operate in this part of the student teacher's training.

TABLE 38

Persons Who Help Student Teachers Gather, Select, and Organize Teaching Materials

Persons Helping	Number of Students Reporting	
	Elementary Grades	High School
Training supervisor	64	29
Department supervisor	14	10
Training supervisor and department supervisor	16	3
Subject-matter teacher	0	1
Principal of building	1	1
Training supervisor and director of training school	0	4
Training supervisor and subject-matter teacher	5	2
Department supervisor and subject-matter teacher	2	0
Director of training school and subject-matter teacher	1	0
No one	3	1
No reply	0	2
Number of cases	106	53

Replies to the question with reference to the kind of lesson plans made by the student teacher show that more than seventy per cent of all the student teachers made daily lesson plans. The striking thing about Table 39 is that so few student teachers made plans that followed the large unit of teaching. The data here do not differ much from the data in Table 19.

Only approximately thirteen per cent of the student teachers in the elementary grades and about eight per cent of those in the high school reported that they followed exactly the lessons which

they made. The others reported that they had considerable leeway with reference to following their plans after they got into the classroom. (See Tables 20 and 39.) This seems to give flexibility to the classroom procedure.

Not one student teacher reported that a subject-matter teacher saw his lesson plan before he used it in the classroom. Approximately seventy per cent of all student teachers reported that only the training supervisor saw their lesson plans before they were used. The department supervisor saw the plans in approximately twenty per cent of the cases. Two student teachers in the high school reported that no one read their plans before they were used. The same lack of co-operation between the subject-matter departments and the training school was found here as appears from time to time elsewhere in this study. Those college teachers who should have been in the best position to help the student with his subject matter in its selection and organization for teaching had no part in that phase of his training. These teachers no doubt advise with the student in the selection of his college courses and pass upon his knowledge of his major subject, yet when he needs them to help him make practical applications of what these teachers required him to learn, he is left almost exclusively to the department of education for this help.

TABLE 39
Kind of Lesson Plan Made by Student Teachers

	Elementary Grades	High School
Detailed	40	23
Daily outline	8	10
Large unit	6	2
Weekly outline	5	2
Daily	6	0
Lesson plan sheet	5	0
Detailed at beginning, later outlined	3	4
Daily plan for weekly unit	4	0
Topical	0	1
Contract	0	1
Simply what and how	1	0
No reply	28	10
Number of cases	106	53

It would seem, therefore, from all the data presented on lesson plans by student teachers, that student teachers were required to make daily plans which were read either by the department super-

visor or by the training supervisor; and that the student teacher might use his judgment as to how closely he should follow this lesson plan after he got into the classroom.

SUMMARY

The data presented by the student teachers in this chapter serve somewhat as a check on the data presented in the previous chapters by the directors of the training schools and the training supervisors. The data in this chapter show that the organization and administration of student teaching was reported in at least as good a light as the practices followed would permit. There are no new practices shown and all the changes reported serve only to accentuate several of the practices that were not meeting the demands of professional opinion on the subject.

CHAPTER VII

THREE TYPES OF ORGANIZATION AND ADMINISTRATION OF STUDENT TEACHERS

VARIOUS practices are followed in the organization and administration of student teaching by the teachers colleges included in this study. No two followed exactly the same plan. Yet the data show that the colleges may be divided into three types with reference to the general set-up in the organization and administration of student teaching. With only a few detailed variations or exceptions, each organization and administrative plan may be easily fitted into one of the types outlined below.

Whether either of these types should be followed in the organization and administration of student teaching would be a debatable question. It does not follow that what is being done is right unless it can be shown that it is the best that can be done under the circumstances. Each type includes some of the best practices known to the profession in the organization and administration of student teaching. So also each type includes practices which are not acceptable to professional opinion on the subject. Probably type C has fewer of the generally approved practices than either of the other types. Yet it has the most acceptable practice found under the heading of the amount of supervised teaching. Such overlapping is frequent among the three types. Therefore, it is not intended to recommend either type as a model to be followed but to present the types as found, and in the concluding chapter to present a type that represents the best practices in effect and recommended by those most familiar with the field.

A	B	C
	1. The Training School Staff	
a. Director.	a. Director	a. Director
b. Building principal	b. A training supervisor acts as building principal	b. Supervisor for each group of 20 to 30 student teachers.
c. Training supervisor for each group of 16 to 25 children	c. Training supervisor for each group of 30 to 40 children	

STUDENT TEACHING

A

- d.* Supervisor for primary, intermediate, and high school departments
- e.* Supervisor for special subjects such as music, art, and physical education
- f.* Assistant room teacher

B

- d.* Supervisor for primary and intermediate departments
- e.* Heads of the subject-matter department in the college
- f.* Supervisors of special subjects such as music, art, and physical education
- g.* Secretary to director

C

2. Relation of Training School Staff to Other Members of the College Faculty

- | | | |
|--|---|--|
| <i>a.</i> Considered regular members of college faculty but do not function as such in all particulars | <i>a.</i> Regular members of college faculty in all particulars | <i>a.</i> Regular members of college faculty |
|--|---|--|

3. The Training School

- | | | |
|---|---|---|
| <i>a.</i> On campus | <i>a.</i> Elementary school on campus
<i>b.</i> high school off campus | <i>a.</i> Off campus |
| <i>b.</i> Elementary grades and high school in one building | <i>b.</i> Jointly controlled by college and local school authorities | <i>b.</i> Jointly controlled by college and local authorities |
| <i>c.</i> Controlled exclusively by college | | |

4. Prerequisites for Supervised Teaching

- | | | |
|--|--|---|
| <i>a.</i> An average grade of C in all work passed | <i>a.</i> No specific scholarship requirements | <i>a.</i> An average grade of C in all courses passed |
| <i>b.</i> Methods courses | <i>b.</i> No specific education courses | <i>b.</i> Methods courses |
| <i>c.</i> Sophomore or senior standing | <i>c.</i> Sophomore or senior standing | <i>c.</i> Sophomore or senior standing |

5. Selection of Student Teachers

- | | | |
|---|---|--|
| <i>a.</i> Made by director or registrar | <i>a.</i> Made by director or department supervisors and heads of subject-matter departments in college | <i>a.</i> Made by director and supervisors |
|---|---|--|

6. Assignment of Student Teachers

- | | | |
|----------------------------|--|------------------------------|
| <i>a.</i> Made by director | <i>a.</i> Made by supervisors and heads of subject-matter departments in college | <i>a.</i> Made by supervisor |
| | <i>2.</i> Director may assist in some cases | |

A

B

C

7. Supervision of Student Teaching

- | | | |
|---|--|--|
| <p>a. By training supervisors</p> <p>b. Special subject supervisors</p> | <p>a. By training supervisors</p> <p>b. Special subject supervisors</p> <p>c. Director assists in a small number of cases</p> <p>d. Subject-matter departments</p> | <p>a. By supervisors</p> <p>b. Director assists in a limited number of cases</p> |
|---|--|--|

8. Amount of Supervised Teaching

- | | | |
|--|---|---|
| <p>a. Each student teacher in the elementary grades teaches one class per day for twelve weeks.</p> <p>b. Each student teacher in the high school teaches one subject per day for twelve weeks</p> <p>c. In many cases the above requirements are reduced on account of the number of student teachers assigned the training supervisors</p> | <p>a. Each student teacher teaches one subject per day for twelve weeks in the elementary grades, closing the period with one day of half-day teaching</p> <p>b. Each student teacher in the high school teaches one subject per day for twelve weeks. A second subject may be required for second twelve weeks</p> | <p>a. Each student teacher teaches one grade for one-half day for twelve to twenty-four weeks in elementary grades</p> <p>b. Each student teacher in high school teaches two or more (three) subjects per day for twelve or twenty-four weeks</p> |
|--|---|---|

9. How Student Teachers Begin Their Work

- | | | |
|---|---|-----------------------------------|
| <p>a. Tutoring in both elementary grades and in high school</p> | <p>a. Small group in elementary grades</p> <p>b. Regular group in high school</p> | <p>a. Whole grades or section</p> |
|---|---|-----------------------------------|

10. Conferences During Supervised Teaching

- | | | |
|--|---|---|
| <p>a. Individual conferences held by training supervisors for a few minutes each day when needed</p> <p>b. Group conferences held by director twice per week</p> | <p>a. Individual conferences held by training supervisor each day if needed. These vary in time from ten to thirty minutes</p> <p>b. Group conferences held by training supervisor twice per week</p> | <p>a. Group conferences held by department supervisor</p> <p>b. Individual conferences held at irregular intervals after visits by supervisor</p> |
|--|---|---|

11. Demonstration Lessons for Student Teachers

- | | | |
|---|--|---|
| <p>a. One taught daily by training supervisor</p> | <p>a. One taught daily by training supervisor in elementary grades</p> | <p>a. One taught occasionally by supervisor of department</p> |
|---|--|---|

STUDENT TEACHING

A

B

C

- b.* One taught occasionally by department supervisor
- b.* One taught twice per week by training supervisor in high school

12. Observations Before Supervised Teaching

- a.* Regularly organized courses
- a.* Few observations made with psychology and education classes
- a.* A few observations in methods courses

13. Final Grade of Student Teacher

- a.* Determined generally by training supervisor
- a.* Determined by training supervisor and department supervisor in elementary grades
- a.* Determined by department supervisor in both elementary grades and high school
- b.* In doubtful cases, director or department supervisor may be consulted
- b.* Determined by training supervisor and subject-matter department representative, in high school
- c.* In a few doubtful cases the director is consulted in both elementary cases and the high school

CHAPTER VIII

CHANGES IN THE ORGANIZATION AND ADMINISTRATION OF STUDENT TEACHING RECOMMENDED BY DIRECTORS OF THE TRAINING SCHOOL AND TRAINING SUPERVISORS

QUESTIONNAIRES were filled out by twenty-six directors of training schools, seventy-six training supervisors in the elementary grades, and twenty-six training supervisors in the high school with reference to whether changes were desirable in the organization and administration of student teaching. Only three directors of training schools, seven training supervisors in elementary grades, and four training supervisors in high schools saw no reason for a change. Thus we find that there was an almost unanimous agreement that the organization and administration of student teaching was not done as those most closely connected with its direction would have it done.

The directors of the training schools suggested 119 different changes which would be desirable. The training supervisors in the elementary grades suggested a list of 141 items; and the training supervisors in the high schools suggested a total of 74 changes needed. The total list of items is too long to give here; therefore the items are grouped under general headings and tables are set up to show the recommendations made and those making them.

Table 40 shows the changes recommended with reference to the kind of training school. Practically seventy-five per cent of the changes recommended here would require the expenditure of more money on the part of the colleges. However, on all points except the recommendation for larger and more buildings, each group of persons most concerned seemed to be well pleased with the present equipment of the training school.

What do those who are most closely associated with the student teachers recommend with reference to the prerequisites for student teaching? Table 41 shows that the most desirable prerequisite is a higher standard of scholarship. Next to this, and in many ways a part of it, comes the demand for more professional training. This item is especially significant with high school training supervisors.

TABLE 40

Changes Recommended in the Kind of Training School by Directors of Training Schools and Training Supervisors

Changes Recommended	Number of Directors of Training Schools Reporting	Number of Training Supervisors Reporting	
		Elementary Grades	High School
Larger and more buildings.....	9	32	13
More training school facilities	2	2	0
Different type of training school	2	3	1
Different organization of training school	2	10	2
Different training school curriculum ...	1	2	3
Training school controlled entirely by college	1	2	1
More equipment	1	3	0
More training supervisors	1	3	1
Room teachers	0	2	0
More children	0	1	0
Better trained and paid training supervisors	2	0	0
Fewer children	0	1	0
Librarian	0	1	0
Training school nearer college	0	1	0
Fewer training schools	0	1	0
Experimental room	0	1	0
Rejection of disciplinary pupils	0	1	0
Either unselected or highly selected pupils	0	1	0
Demonstration school and training school separated	0	2	0
Same contract with public school	0	1	0
No changes needed	3	5	0
No replies to questions	6	14	6

One other item is somewhat significant on account of the fact that those in the teacher-training field have advocated it rather extensively during the last few years. This has reference to the "professionalized subject-matter" course. Only one director of a training school and four training supervisors recommended a course of this nature. This might indicate either that the colleges have organized their courses along the professionalized line or that those in the training school do not recognize a need for such courses. From the small amount of contact the college teachers make with the training school, there is little indication that the former has been done. There has also been quite a discussion about courses in "observation and participation" among teacher-training authorities during the last ten

TABLE 41

Additional Prerequisites for Student Teaching Recommended by Directors of Training Schools and Training Supervisors

Changes Recommended	Number of Directors of Training Schools Reporting	Number of Training Supervisors Reporting	
		Elementary Grades	High School
Higher scholastic requirements	12	38	9
More professional work	10	10	11
Different kind of professional work ...	3	1	0
Student teaching in second year of college work	1	0	0
Observation and participation	2	1	0
Enthusiasm and interest	1	0	0
Consent of training supervisor	0	0	1
More directed observation	1	12	4
Better trained personality	1	0	0
More professionalized subject-matter courses	1	2	1
Thorough physical examination	1	0	0
Apprentice teaching	0	3	0
Mental test for students	0	1	0
Rejection of students not fitted to teach	0	2	2
Selection and assignment of student teachers in freshman year	0	1	0
Assignment of student teachers at least one quarter before student teaching begins	0	3	0
Better planned sequence of courses in education and subject matter	1	0	0
Student teaching in senior year only ...	0	7	1
Lighter load while doing student teaching	0	7	1
More specific preparations	0	1	0
No changes needed	2	0	0
No reply to questions	1	4	0

years. It would seem that this has had little effect on those who come into closest contact with student teaching. Only two directors of training schools and one training supervisor recommended the addition of such a course as a prerequisite for student teaching. This situation prevails in face of the fact that only two schools now require the students to take this kind of a course before doing student teaching.¹

Practically all the suggested changes in this table could be made without any added cost to the college and would require only a

¹Table 8.

TABLE 42

Changes Recommended by Directors of Training Schools and Training Supervisors
with Reference to the Supervision of Student Teaching

Changes Recommended	Number of Directors of Training Schools Reporting	Number of Training Supervisors Reporting	
		Elementary Grades	High School
More training supervisors	5	4	1
Longer period of student teaching	0	11	8
Better distribution of student teaching	1	1	1
Teach only major or minor subjects ...	0	0	1
More observation	0	2	3
More careful supervision	0	0	2
More unsupervised teaching	0	0	1
More responsible teaching	4	8	1
Fewer student teachers per training supervisor	1	4	1
More organized routine effected through college	0	0	1
Student teaching before third year	0	1	0
Better organization of student teaching	0	6	0
Objective plan for checking student teaching	0	1	0
More conferences with student teachers	0	1	0
Lighter college load for student teachers	1	1	0
Better trained supervisors and training supervisors	2	0	0
Extend supervision through first year of in-service teaching	1	0	0
More time devoted to outside reading by student teachers	1	0	0
More solid and less fantastic work	1	0	0
Less time to detailed plans	1	0	0
Only seniors to do student teaching ...	1	0	0
No changes needed	2	6	3
No replies to questions	5	22	4

definite understanding of the problems and a willingness on the part of all teachers and administrators in the college to co-operate in the common task of training the best teachers possible. The same may be said with reference to all the other changes suggested by this group of directors of training schools and training supervisors, except those listed in Table 40.

Table 41 shows there was little agreement about changes needed in the supervision of student teaching. There was a slight agreement among the training supervisors that more time should be given to student teaching and that a greater part of the time should be given to

responsible classroom teaching. One training supervisor in the high school recommended more unsupervised teaching of student teachers, and two others recommended more carefully supervised teaching. Evidently these supervisors might change schools to good advantage. One of the most outstanding facts about the entire group of recommendations made by the directors and training supervisors is the recommendation for "more of the same thing." This is well illustrated by the first item in Table 43 and the first item in Table 46. This seems to indicate either a lack of vision on the part of those reporting or a lack of a thorough understanding of their positions. Probably "not satisfied but do not know what to suggest" as reported in Table 44 fits the situation in many more cases.

TABLE 43

Changes Recommended by Directors of Training Schools and Training Supervisors with Reference to Observation

Changes Recommended	Number of Directors of Training Schools Reporting	Number of Training Supervisors Reporting	
		Elementary Grades	High School
More observation	15	39	5
More varied observations	0	4	3
More co-operation by college faculty in conducting observations	0	1	3
More specific preparation for observa- tion by student teachers	0	0	1
Student teachers should observe other student teachers	0	0	2
All observation should be directed	0	0	2
More time for observation	0	0	3
Better organized observation	0	4	3
Fewer student teachers in daily observa- tions	1	0	0
Pre-teaching to go with observation ...	1	0	0
Different kind of observation	4	0	0
Observation and apprentice work before student teaching	1	0	0
Special demonstration room for observa- tion	0	2	0
Student teachers should not be observed by college classes until after at least six weeks of teaching	0	1	0
Too much observation, too little teach- ing	0	1	0
No changes needed	2	2	2
No replies	2	14	5

It was generally recommended by the directors of training schools and training supervisors that students be required to do more observation. There is no other general agreement in Table 43 from which to draw conclusions. The high school training supervisors made a wider range of recommendations, but there was little agreement even among them on what was needed to better conditions.

Table 44 shows considerable agreement with reference to changes suggested for conferences. More time should be devoted to conferences, more conferences should be held, and conferences should be definitely scheduled. According to the data in this study these are all good recommendations. It would seem that these recommendations could be put into effect through slightly reorganized training school program in co-operation with the schedule committee of the college.

TABLE 44

Changes Recommended by Directors of Training Schools and Training Supervisors with Reference to Conferences with Student Teachers

Changes Recommended	Number of Directors of Training Schools Reporting	Number of Training Supervisors Reporting	
		Elementary Grades	High School
More time for conferences	2	13	4
More conferences	6	14	9
Conferences to be definitely scheduled..	3	13	12
Conferences to be held immediately after lesson	1	5	5
Group conferences as often as necessary	0	1	0
Conferences to be held only with train- ing supervisor	0	1	0
More committee work with curriculum	0	1	0
More preparation of student teachers for conferences	0	0	2
Group conferences only with common subject matter or child group interests	0	0	1
Different kind of conference	4	0	0
Continuous experimentation	1	0	0
Not satisfied, but do not know what to suggest	1	0	0
No changes needed	6	8	2
No reply	6	24	4

In one other place the directors of the training schools and the training supervisors were in agreement. It is shown in Table 45 that they agree rather generally that more co-operation is needed

between the training school and the college faculty, and that most of the lack of co-operation is directly chargeable to the college faculty. From the lack of co-operation between the teachers in the college and the training school staff shown by data throughout this study, it would seem that this accusation is probably correct in a great majority of cases.

TABLE 45

Changes Recommended by Directors of Training Schools and Training Supervisors with Reference to the Relation Between the Training School Staff and Subject-Matter Teachers in the College

Changes Recommended	Number of Directors of Training Schools Reporting	Number of Training Supervisors Reporting	
		Elementary Grades	High School
More co-operation	14	37	10
More conferences between the two groups	1	6	3
A more sympathetic attitude and a clearer conception of student teaching on the part of professional and aca- demic teachers in the college	4	2	6
Supervision of student teaching in the high school by subject-matter depart- ment in college	3	0	3
Understanding of one another's aims, methods, and as far as practical, sub- ject-matter content	4	0	0
More observation by professional and subject-matter classes	0	1	0
Planning of work as a whole by subject- matter teacher with student teacher and training supervisor	0	1	0
Co-operation of subject-matter teacher and training supervisor, the former being responsible for subject-matter, and the latter responsible for methods of teaching	0	3	0
Help to be given by college teachers to student teachers in planning their work	0	0	4
No changes needed	0	13	8
No reply	2	15	6

Table 46 shows the changes recommended by training supervisors with reference to their own work. The outstanding recommendation was for a lighter working load. Training supervisors generally felt

that their load was too heavy for efficient service. This attitude is justified by the studies of Garrison² and Uhler.³ But a lighter load alone might not relieve the situation much unless other conditions were changed.

TABLE 46

Recommendations Made by Training Supervisors with Reference to Their Duties

Changes Recommended	Number of Training Supervisors Reporting	
	Elementary Grades	High School
Lighter work load	43	20
Teaching of more demonstration lessons for student teachers	0	1
Visits in homes of pupils by student teachers with the training supervisors	0	2
Teaching of methods courses by training supervisors in subjects taught by student teachers under their supervision	2	1
Ideal of what should be done to weigh against what is being done	1	2
Assistant teachers	0	1
Clearer definition of duties	2	0
Special supervisors for art and music	1	0
Definite case study of pupils, with remedial measures..	2	0
Better planning: units of work; planning further ahead	1	0
No changes needed	1	2
No reply.....	23	9

A great many of the other changes could be rather easily made by a little definite planning and direction on the part of the director of the training school.

The directors of the training schools were asked to recommend changes needed in the organization of their training school staffs. Only twelve items were recommended as being needed. These are grouped under seven headings as follows:

More training supervisors	7
Better trained supervisors and training supervisors	4
No changes needed	4
Lighter work load for training supervisors	2
Organization of entire staff under one head, with supervisors for each department	2
Better paid staff	1
Immediate direction of training supervisors in the sub-college department by the director of the training school	1
No answer	5

²Garrison, *op. cit.*, p. 27.

³Uhler, J. M., *A Practical Analysis of the Duties of the Critic Teacher*, p. 107, 1928.

Practically every change recommended here would cost more money to put it into effect. A larger and better trained staff would seem to meet practically all the needs reported by the directors of the training schools who filled out the questionnaire. This would indicate that these directors of training schools believe they have their staffs, at least, fairly well organized. This might suggest that some are "not satisfied but do not know what to suggest." (See Table 44.)

Another part of the questionnaire called for recommendations from the directors of the training schools with reference to changes in their own duties. From the list of changes given below it would seem that only a little more than half of the directors of the training school really selected the training supervisors. This would seem to be the first duty of an administrative official who occupies so important a position as the director of the training school.

Only eleven changes were suggested in their duties as directors of the training schools. These items have been grouped under eight heads with the number of directors recommending the change following the item.

Selection of training supervisors	11
Relief from routine and details of school work	5
Selection and placement of student teachers	4
More supervision	2
No changes needed	2
Clearer definition of duties	1
Less class work	1
More responsibility in the administration of supervised teaching in high school....	1
No reply	8

There is one item that should never appear in a list of changes recommended by a director of a training school and that is "Duties too uncertain." That seems to be inexcusable in any college. Before anyone can render his best service to an institution he must know what his duties are.

CHAPTER IX

EVALUATION OF PRESENT PRACTICES IN THE ORGANIZATION AND ADMINISTRATION OF STUDENT TEACHING

SEVENTY-FOUR of the practices revealed by the questionnaire with reference to the organization and administration of student teaching were arranged under nine different headings and submitted to forty experts¹ in the field of teacher training. Each person was asked to rate the several statements under each heading either A, B, or C, according to whether he thought the statement was a good practice, a fair practice, or should not be followed. Each person was also asked a series of questions and requested to answer each question either yes or no according as he believed each should or should not be followed as a practice in teacher training.

Replies were received from thirty-one of the forty to whom the list was sent. The list of statements to be rated, together with the ratings, is given in full below. The thirty-one ratings are considered to be as accurate as a larger number might be in the light of the work of Charters and Waples² in the Commonwealth Study. They found the predicted coefficient of correlation between the ratings of twenty-five selected individuals and an indefinite number to be $.949 \pm .015$.

¹This list was composed of directors of training schools, deans of departments of teacher-training in universities, and classroom teachers of recognized ability in the field of teacher training. See Appendix for the list.

²Charters, W. W., and Waples, Douglas, *The Commonwealth Teacher-Training Study*, p. 70, 1929.

RANKING OF PRACTICES BY SPECIALISTS

	A		B		C		Number Not Reply- ing
	Number of Replies	Per Cent	Number of Replies	Per Cent	Number of Replies	Per Cent	
I. Relation of the Director of the Training School to Classroom Instruction							
1. Director of training school teaches from one to two college classes	22	81.5	3	11.0	2	7.4	4
2. Director of training school does no teaching	7	25.9	7	25.9	13	48.0	4
3. Director of training school teaches classes in training school	8	28.6	13	46.4	7	25.0	3
II. Relation of the Director of the Training School to Other College Positions							
1. Director of training school also head of the department of education	17	55.0	8	26.6	5	16.6	1
2. Director of training school on equal basis with heads of other departments in college	24	82.7	3	10.3	2	6.9	2
3. Director of training school works under the head of the department of education	5	17.0	10	34.5	14	48.3	2
4. Director of training school also head of some subject-matter department	1	3.0	1	3.1	27	93.0	2
5. Director of training school head of placement bureau for teachers	13	44.8	9	31.0	7	24.0	2
6. Director of training school member of placement committee ...	13	44.4	13	44.4	3	10.4	2
7. Director of training school has no more connection with the placement of teachers than other faculty members	0	00.0	1	3.6	27	96.4	3
III. Employment of Critics or Training Supervisors							
1. Critic teachers recommended by college president	0	00.0	9	34.6	17	65.4	5
2. Critic teachers recommended by college president on recommendation of director of training school	27	90.0	3	10.0	0	00.0	1
3. Critic teachers recommended by college president on recommendation of dean or head of education department	3	11.1	7	25.9	17	63.0	4

	A		B		C		Number Not Reply- ing
	Number of Replies	Per Cent	Number of Replies	Per Cent	Number of Replies	Per Cent	

IV. Director of the Training School and Supervision of Student Teaching

1. Director of training school does direct supervision of student teaching through observation and conferences with student teachers	9	31.0	10	34.5	10	34.5	2
2. Director of training school supervises student teaching through the critic or supervising teachers	16	59.3	10	37.0	1	7.0	4
3. Director of training school supervises student teaching through department supervisors and critic teachers	12	44.4	13	48.0	2	7.4	4
4. Director of training school supervises student teaching through department supervisors	4	15.3	14	53.5	8	30.7	5
5. Director of training school supervises practice teaching through building principals and department supervisors	3	12.0	11	44.0	11	44.0	6
6. Director of training school supervises student teaching through city superintendent of schools, critic teachers and heads of subject-matter department	3	11.5	10	38.0	13	50.0	5
7. Director of training school supervises student teaching through building principals	2	8.0	9	36.0	14	56.0	6
8. Director of training school supervises student teaching through subject-matter departments and critic teachers	5	18.5	11	40.0	11	40.7	4

V. Student Teaching

A. Elementary Grades

1. Students begin their supervision teaching as tutors to one or two pupils	8	26.6	8	26.6	14	46.6	1
2. Students begin their supervised teaching with small groups of 8, 10, or 15 pupils..	21	75.0	6	21.4	1	3.6	3
3. Students begin their supervised teaching with whole grades	5	17.9	16	57.0	7	25.0	3

	A		B		C		Number Not Reply- ing
	Number of Replies	Per Cent	Number of Replies	Per Cent	Number of Replies	Per Cent	
B. High School							
1. Students begin supervised teaching with small sections of 8, 10, or 15 pupils	24	85.7	3	10.7	1	3.6	3
2. Students begin supervised teaching with whole sections of 20, 30, or 35 pupils	6	21.4	20	71.4	2	7.0	3
VI. Amount of Student Teaching Done per Day							
A. Elementary Grades							
1. Students teach only one class per day during entire supervised teaching period	2	7.0	15	53.6	11	39.3	3
2. Students teach only one class per day during most of supervised teaching period but teach whole room for one day at end of supervised teaching period	14	46.6	12	40.0	4	13.3	1
3. Students teach two classes per day during entire period of supervised teaching	6	21.0	18	64.3	4	14.3	3
4. Students teach all day during supervised teaching period . . .	2	7.3	15	55.6	10	37.0	4
5. Students teach one-half day during entire supervised teaching period	16	61.5	6	23.0	4	15.4	5
B. High Schools							
1. Students teach one class in major subject each day during supervised teaching period . .	11	37.9	11	37.9	7	24.0	2
2. Students teach one class in their major or minor subject each day during entire supervised teaching period	9	32.0	13	46.4	6	21.4	3
3. Students teach two or more classes in major subject each day during entire supervised teaching period	4	14.3	18	64.3	6	21.4	3
4. Students teach one class in each of major and minor subjects each day during entire supervised teaching period . . .	12	44.4	9	33.3	6	22.0	4
5. Students teach full teaching load in major and minor subjects during entire supervised teaching period	3	11.0	7	25.9	17	63	4

	Yes	Per Cent	No	Per Cent	Number Not Replying
C. 1. Should student teaching be continuous for twelve or more weeks?	27	90.0	3	10.0	1
2. Should student teaching be broken into different periods of six or nine weeks, between which comes regular college work...	3	12.0	22	88.0	6

	A		B		C		Number Not Replying
	Number of Replies	Per Cent	Number of Replies	Per Cent	Number of Replies	Per Cent	

VII. Persons Supervising Students Doing Supervised Teaching

A. Elementary Grades

1. By critic teacher only	7	29.0	6	25.0	11	45.8	7
2. By critic teacher and director of training school	10	37.0	13	48.0	4	14.8	4
3. By critic teacher and building principal	2	7.7	17	65.4	7	26.9	5
4. By critic teacher, director of training school and department supervisor	18	69.3	3	11.5	5	19.0	5
5. By critic teacher and department supervisor	8	29.6	15	55.6	4	14.8	4
6. By critic teacher and department supervisor and principal of building	6	22.2	16	59.3	5	18.5	4

B. High School

1. By critic teacher only	7	26.9	6	23.0	13	50.0	5
2. By critic teacher and director of training school	10	38.5	12	46.0	4	15.4	5
3. By critic teacher and high school principal	1	3.9	15	57.7	10	38.5	5
4. By critic teacher, director of training school, and department supervisor	15	57.7	5	19.0	6	23.0	5
5. By critic teacher and department supervisor	6	25.0	15	54.0	5	20.0	7
6. By critic teacher, director of training school, and head of subject-matter department or someone in department in which teaching is done	12	44.4	8	29.6	7	25.9	4
7. By high school principal and head of subject-matter department in which teaching is being done	2	7.7	4	15.6	20	77.0	5

	Yes	Per Cent	No	Per Cent	No Reply
VIII. Determining the Grade of the Student Teachers					
1. Should the last two weeks' work determine the student teacher's grade?	3	11.1	24	88.9	4
2. Should the work of the entire teaching period be considered in determining the grade of the student teacher?	28	93.0	2	6.6	1
3. Should the grade be determined by the critic teacher only?	8	29.0	19	70.0	4
4. Should the grade be determined by the critic teacher and the department supervisor?	7	31.8	15	68.0	9
5. Should the grade be determined by the critic teacher and the director of the training school?	13	50.0	13	50.0	5
6. Should the grade be determined by the director of the training school only?	0	00.0	26	100.0	5

	A		B		C		Number Not Reply- ing
	Number of Replies	Per Cent	Number of Replies	Per Cent	Number of Replies	Per Cent	

IX. Observations

A. Before Supervised Teaching

1. Elementary Grades

a. A few group observations by subject-matter teachers	8	29.6	7	25.9	12	44.4	4
b. A few group observations by teachers of education teachers	8	28.6	9	32.0	11	39.3	3
c. Well-organized courses of observation by education teachers and also by subject-matter teachers	19	67.8	3	10.0	6	21.4	3
d. Well-organized courses of observation by education teachers	14	51.8	12	44.4	1	3.7	4
e. Individual observations by students when they are to make them	6	21.5	4	14.3	18	64.3	3

2. High School

a. A few group observations by subject-matter teachers	9	33.3	7	25.9	11	40.7	4
b. A few group observations by teachers of education classes	8	29.6	10	37.0	9	33.3	4
c. Well-organized courses in observation by education teachers	15	55.6	10	37.0	2	7.4	4

STUDENT TEACHING

	A		B		C		Number Not Reply- ing
	Number of Replies	Per Cent	Number of Replies	Per Cent	Number of Replies	Per Cent	
d. Well-organized course in observation by education teachers and also by subject-matter teachers	20	76.9	2	7.7	4	15.4	4
e. No observations by students before they enter upon the period of practice teaching	1	3.7	2	7.4	24	88.9	4
f. Casual observations by individual students at their own discretion	2	7.4	5	18.5	20	74.0	4
B. During Supervised Teaching							
1. Should student teachers observe each other teach? A, yes; B, no; C, depends on the ability of student doing teaching; D, makes little difference	6	19.6	7	22.6	16	51.6	2

	Number Reply- ing Yes		Number Reply- ing No		Number Not Reply- ing
	Per Cent	Per Cent	Per Cent	Per Cent	
2. Should subject-matter teachers teach demonstration lessons in the high school for student teachers?	20	68.3	9	31.7	2
3. Should subject-matter teachers teach demonstration lessons for student teachers in the elementary grades?	18	62.0	11	37.9	2
4. Should critic teachers or supervisors teach demonstration lessons for student teachers in the high school	28	93.3	1	6.7	2
5. Should critic teachers or supervisors teach demonstration lessons for student teachers in the elementary grades?	29	96.6	1	3.4	1
6. Should there be directed observation after the student teachers have completed the period of practice teaching?	23	79.3	6	20.7	2

The data below show several cases of clear agreement in regard to practices that should be followed in the organization and administration of student teaching. Some of these practices are as follows:

1. The director of the training school should hold a position equal in rank with that of heads of other departments in the college.
2. The director of the training school should recommend training supervisors for employment.
3. The director of the training school should teach one or two college classes.
4. The director of the training school should supervise student teaching through training supervisors.
5. Students should begin their supervised teaching with small groups of 8, 10, or 15 pupils both in the elementary grades and in the high school.
6. Students should teach for one-half day during entire supervised-teaching period in the elementary grades and should teach two or more classes in their major subjects in the high school.
7. Student teaching should be continuous for twelve weeks or more.
8. Student teachers should be supervised by training supervisors, by the director of the training school, and by the department supervisor.³
9. The work of the entire period of teaching should be considered in determining the grade of the student teacher.
10. Well-organized courses in observation should be required of all prospective teachers (student). Such courses should be given both by teachers in the field of education and by the teachers in the subject-matter fields.
11. There should be directed observation after the student has completed the period of supervised teaching.
12. Subject-matter teachers should teach demonstration lessons both in the elementary grades and in the high school.⁴
13. The training supervisor should teach demonstration lessons both in the elementary grades and in high school.

Not only do the ratings show what should be done but they also show decidedly some things that should not be done, as follows:

1. The director of the training school should not be head of a subject-matter department.

³This is the only practice where fifty per cent of the raters answered yes and fifty per cent answered no.

⁴There are two decided schools of thought with reference to this item. See page 96.

2. The dean or head of the education department should not recommend training supervisors for employment.
3. The director of the training school should not supervise student teaching through principal of building only.
4. The director of the training school should not supervise student teaching through city superintendents of schools, training supervisors, and heads of subject-matter departments.
5. Students should not carry full teaching load in major or minor subject during entire supervised-teaching period in high school.
6. Student teaching should not be broken into different periods of six to nine weeks with regular college work between the periods.
7. Students should not be supervised by the training supervisor alone while doing supervised teaching in the high school.
8. Students should not be supervised by the high school principal and head of subject-matter department alone while doing supervised teaching in the high school.
9. The last two weeks' work should not determine the student teacher's grade on his work.
10. The grade made by the student teacher should not be determined by the training supervisor alone.
11. The grade made by the student teacher should not be determined by the training supervisor and the department supervisor alone.
12. The director of the training school should not determine the grade of the student teacher.⁵
13. Students should not be permitted simply to follow their own inclination about making observations before doing supervised teaching in the high school or the elementary grades.
14. Students should not be permitted to do supervised teaching in the high school without having had supervised observation.
15. Whether student teachers observe one another depends upon the ability of the student doing the teaching. There was an agreement of 51.6 per cent of the ratings in regard to this practice.

COMPARISON OF PRACTICES WITH RATINGS AND OTHER OPINION

The Purpose of the Training School

The data in Table I show that the practice was to use the training

⁵This is the only practice which received an agreement in rating of 100 per cent.

school for observation, demonstration, supervised teaching, and experimental work. However, fewer than twenty per cent of the colleges engaged in experimental work in the training school. All but three of the colleges included in this study had a training school on the campus.

Mead⁹ insists that the campus training school should be for observation, participation, and a small amount of special types of student teaching. About all the experimentation he sanctions in the campus school is to determine how well the school is doing its work. He says, however, that all institutions doing research work in education should have control of an experimental school.

Armentrout contends that "under certain conditions, the experimental type of school is very badly needed. Progress in education depends upon experimental work which is conducted by competent investigation. An experimental school would make it possible to test various types of work. . . ." However, he does not favor attaching the experimental school to the training school in which practice teaching or observation is done. He says that the majority of the state teachers colleges have no real need for an experimental school.

Other writers⁸ would have the training school follow the local school practices as nearly as possible, yet at the same time do some experimental work in curriculum construction.

Probably the view taken by Mead and Armentrout is the better policy under present development in state teachers colleges.

The Training School Staff

The rank of the director of the training school is generally recognized as being at least equal to that of any other member of the faculty except the president of the college.⁹ This rank is not always recognized in practice, but in eighty-one per cent of the cases studied this statement was found to be true. From the best information local conditions had considerable weight in determining the rank of the director.

The director of the training school recommended or had a voice in recommending training supervisors in approximately eighty-five per cent of the cases.¹⁰ This is in direct accord with the opinion of those

⁹Mead, *op. cit.*, pp. 554-555, 1930.

¹⁰Armentrout, *op. cit.*, p. 72.

⁸Learned, Bagley, *et al.*, *op. cit.*, pp. 220-221.

⁹Mead, *op. cit.*, pp. 571-572 and p. 838. Learned, Bagley, *et al.*, *op. cit.*, p. 202. Armentrout, *op. cit.*, p. 36.

¹⁰Table 6, page 15.

in the teacher-training field, since 82.7 per cent of those ranking the statement ranked it "A."

The training school staff did not seem to function as regular members of the college faculty. They did not as a general rule attend faculty meetings or serve on faculty committees. Garrison's¹¹ recommendations would make this type of procedure impossible. The training school staff, especially the training supervisors, should constitute an integral working part of all curricular committees and of other committees that have to do with the policies of student teaching or the organization of professional courses that function in a student's teaching.

Mead¹² states that there is a contribution which can be made by the scholarly and efficient training supervisor to the nature of the subject matter and theory courses taught in the institution. He further states: "The need is for integration of theory and art (skill, practice). The demand is for co-operation to secure this needed integration and to secure it in work of the laboratory school. The writer is of the opinion that various phases of co-operation will not only secure some of the integration but that there is probably no other way now possible to get some of the integration into operation."

Mary I. Cole in her study reaches the conclusion that "Every member of the faculty, including critic teachers, should participate in determining the policies of the institution . . . preferably as members of standing of temporary committees which consider individual policies, or by attending group meetings which include the entire faculty."¹³

That the lack of co-operation revealed by the data was felt by the director of the training school and the training supervisor is shown by their recommendations reported in Chapter VI.

It may be to the advantage of the training supervisor that she does not have to attend faculty meetings. McMullen¹⁴ makes the suggestion that she be relieved of this duty so that she may have time for more important work. However, it may be suggested that it depends upon the nature of the faculty meeting whether the training supervisors should attend. If the meetings deal with purely

¹¹Garrison, *op. cit.*, pp. 78-80.

¹²Mead, *op. cit.*, pp. 618-619 and p. 625.

¹³Cole, *op. cit.*, pp. 228-229.

¹⁴McMullen, L. B., "The Service Load of Critic Teachers." *Yearbook of the Supervisors of Student Teaching*, p. 15, 1926.

routine matters, she would save valuable time by not attending. On the other hand, if the meetings become forums for discussing and formulating policies pertaining to teacher-training, her attendance at them should be very pertinent to the formulation of such policies.

The principal of the school seems to fill a very minor position in the training school organization, compared to the principal's position in the public school system. Table 18 shows that he has practically no supervisory authority. Less than half of the schools studied had principals for either the elementary grades or the high schools. (See Table 5.)

This is not in accord with the best public school practice as represented by authorities in the field. "In the organization and administration of a school building, the principal is in control, and the changes in organization should not be made by special supervisors without his consent and would best be made by his specific order."¹⁵ "No matter how well equipped teachers may be, the principal is under obligations to help them to the extent of his powers."¹⁶ "The high school principal is in the best position of any person, except the superintendent, to supervise the teaching done by the high school teachers."¹⁷ Nutt further states that "... training schools must provide genuine teaching situations that are similar to those found in ordinary public schools. The training school is merely a setting-apart of a limited school population and facilities for the purpose of training teachers instead of taking the whole public school system for that purpose."¹⁸

"Irrespective of the exact character of the supervisory organization in a particular city, the elementary school principal is generally recognized as a supervisory officer. The tendency in the reorganization of school administration is to delegate larger administrative and supervisory responsibilities to the principal. . . ."¹⁹

Gist also says: "Another important element in supervision is the co-ordination of all work, both as to quantity and quality, that all may be working with fairly uniform purpose in mind, each knowing the limitations of work in preceding grades and the requirement of

¹⁵Cubberley, *op. cit.*, p. 421.

¹⁶Almack, J. C., and Bursch, J. F., *The Administration of Consolidated and Village Schools*, p. 83.

¹⁷Nutt, H. W., *Current Problems in Supervision of Instruction*, p. 66, 1928.

¹⁸*Ibid.*, p. 7.

¹⁹Otto, J. H., *Elementary School Organization and Administration*, p. 346, 1934.

the advanced grades. This demands the leadership of the principal."²⁰

In speaking of the duties of the principal Mead says, "In either a co-operative plan or in a campus school the principal should be an active worker in teacher preparation. This is surely sound administrative policy."²¹ He further says in his "Short Venture in Utopia," "In each laboratory school there will be a person responsible as the head of the school. He should be skilled in teacher-preparing work as well as school administration."²²

Despite these recommendations and suggestions from public school practice, the principal of the training school has very little to do with the training of teachers in most of the teachers colleges.

Should College Faculty Members Teach Demonstration Lessons in the Training School?

Whether members of the college faculty should be teaching members of the training school staff, is a question on which opinion is divided. Alexander and Bagley believe that members of the college faculty who teach subject-matter courses should also teach occasional classes in the training school.²³ Their co-worker in teacher training, Evenden, is decidedly opposed to this view.²⁴ The facts are that relatively few academic teachers go to the training school for any purpose. Those who do are usually teachers of art, music, home economics, manual arts, or physical education. This is revealed by changes suggested in Chapter VIII.

One county superintendent says: "Since the teacher is the key to the learning process and since the job of teaching is more easily learned in the schoolroom than elsewhere, the first recommendation in this paper is to require instructors in the normal schools and teachers colleges to teach at least one year out of five in the public schools."²⁵

The Helping or Assistant Teacher to the Training Supervisor

Only two elementary schools included in this study had helping teachers. There were nine in the high schools. In a previous work

²⁰Gist, *op. cit.*, p. 2.

²¹Mead, *op. cit.*, p. 576.

²²*Ibid.*, p. 839.

²³Bagley, Alexander, and Foote, *op. cit.*, p. 203.

²⁴Evenden, E. S., "Co-operation of Teachers of Academic Subjects with the Training School." *Yearbook of the Supervisors of Student Teaching*, pp. 3-15, 1925.

²⁵Fisher, W. Edward, "What Should We Teach Prospective Teachers?" *The Teachers Journal*, Indiana State Teachers College, p. 98. Sept., 1931, Terre Haute, Ind.

the present writer²⁶ has recommended that there be one helping teacher for each four training supervisors in the training school. Mead in his "A Short Venture in Utopia" recommends, "In the campus school, where but little student teaching will be done, there will be a staff of regular size with one additional teacher for each four staff members."²⁷

The purpose of the helping teacher is to relieve the regular training supervisor of some of her work so that she will have sufficient time for such duties as meeting student teachers for conferences, both group and individual, and teaching theory courses as suggested by Garrison²⁸ or teaching children and sharing in the many community activities as suggested by Mead.²⁹

Student Teaching

One of the outstanding prerequisites for practice teaching that has been recommended by those most closely associated with the field of teacher training is a well-organized course in participation.³⁰ Yet Tables 8 and 9 show that so far as the colleges in this study are concerned, only two required such a course at the time the data were gathered.

The amount and the kind of observation required as a prerequisite for student teaching are shown in Chapter V. Of this observation, 55.5 per cent was in connection with courses in either education or psychology, while only 5.5 per cent of the cases required observation with subject-matter courses. This practice is directly opposite to what is recommended by Alexander in the Louisiana Survey³¹ and Bagley in Bulletin 14.³² Alexander says that "It is as much the business of the instructor in the teachers college to use the demonstration and practice facilities on the campus as it is for him to use the library."

Well-organized courses in observation by both the education teachers and the subject-matter teachers as prerequisites to supervised teaching are recommended by those who ranked the statement. Such courses were ranked "A" for elementary teachers by 67.9 per cent and "A" for high school teachers by 76.9 per cent. In other words,

²⁶Henderson, E. L., Unpublished Paper filed in the Library of Teachers College Administration, Teachers College, Columbia University, 1928.

²⁷Mead, *op. cit.*, p. 91.

²⁸Garrison, *op. cit.*, p. 91.

²⁹Mead, *op. cit.*, p. 841.

³⁰Learned, Bagley, *et al.*, *op. cit.*, pp. 224-225 and 394. Bagley, Alexander, and Foote, *op. cit.*, pp. 191 and 203. Pryor, *op. cit.* Mead, *op. cit.*, Chap. VI.

³¹*Ibid.*, p. 191.

³²*Ibid.*, pp. 211-213 and 417.

the consensus of professional opinion seems to be that the student should be required to do observation in connection with courses in education and psychology and subject-matter courses as a prerequisite to student teaching in the elementary grades and in the high school. This requirement is not now generally made in the teachers colleges.

Selection of Student Teachers

The data in Tables 11 and 12 show who selected and assigned student teachers. The practices shown by these tables do not conform to opinion on the subject as expressed by some authorities. Mead states: "Student teachers should be given an assignment to teach a class only after conference with the supervising teacher in charge of the class. It is often necessary to confer with the principal of the school also."³³ On the subject of selection of student teachers he says: "Another useful procedure is the personal conference with the applicant for student-teaching. There are two of the staff who should hold such conferences. The first is the director; the second is the supervising teacher." Alexander says, "The director of the training school is the final authority in any matter with reference to the student's work."³⁴

The data show that the registrar has more authority in the selection of students to do supervised teaching than any other individual; though why this should be so is not revealed. This practice has never been recommended by any one, so far as the writer knows. In so far as the facts could be obtained, the reason seems to be that it is an easy way of doing a troublesome thing. Furthermore, the subject-matter departments do not co-operate in the selection or assignment of student teachers to their teaching positions in more than forty-two per cent of the cases.

Time Spent in Supervised Teaching

"The minimum amount of student teaching required of every graduate of a teachers college or normal school shall be ninety hours of supervised teaching."³⁵

"It is also better administration to have a student concentrate on teaching during the practice-teaching term. It is far better to assign a student to a half-day to a room than one hour." . . . The practice

³³Mead, *op. cit.*, p. 418.

³⁴Bagley, Alexander, and Foote, *op. cit.*, p. 201.

³⁵*Tenth Yearbook, The American Association of Teachers Colleges*, 1931, p. 16.

of teaching an hour at a time is particularly ill-adapted to modern elementary school procedure where large units of work or projects often break over the divisions among the subjects."³⁶

Edna M. Marshall, at the end of her experiment with different types of student teaching, reaches this conclusion:

"Student teaching graded and distributed over a long period of time develops greater teaching efficiency than student teaching which is concentrated in a short period of time. . . . Student teaching graded and distributed over a long period of time develops greater efficiency than the type whose chief characteristic is directed observation. . . . Student teaching of the concentrated type, which utilizes many of its periods for actual teaching, develops greater teaching efficiency than can be developed by the same number of hours divided between directed observation and actual teaching."³⁷

"The best length of practice has never been determined. It is safe to say, however, that a half-day for twelve weeks, if well prepared, well planned, and well supervised would be enough for all practical purposes."³⁸

"In a four-year curriculum we will provide student teaching in each subject to be taught by the prospective teacher. For the elementary teacher ninety periods represents a real minimum. It is the writer's judgment that from 180 to 200 periods of teaching should constitute the minimum, which should be distributed in the following manner:

"In subject of greatest specialty—90 periods.

"In each other subject, an appropriate portion of 110 periods, 55 for each of two subjects."³⁹

In addition to the above opinion, the statement that students should teach one-half of each school day during the entire teaching period in the elementary grades was ranked "A" by 61.5 per cent of those ranking the statement. The statement that students teach two or more classes in major subjects each day during the entire supervised-teaching period in the high school was ranked "B" by 64.3 per cent of those responding. The data also show that 44.4 per cent gave a rank of "A" to the statement that students should teach one class

³⁶Bagley, Alexander, and Foote, *op. cit.*, pp. 198-199.

Learned, Bagley, *et al.*, *op. cit.*, p. 222.

³⁷Marshall, *op. cit.*, pp. 71-72.

³⁸Bagley, Alexander, and Foote, *op. cit.*, p. 199.

³⁹Mead, *op. cit.*, p. 859.

each day in each major and minor subject during the entire supervised-teaching period in the high school.

Tables 15 and 16 show that practices varied somewhat from those recommendations. The majority of the schools required one hour of supervised teaching for a period of twelve to twenty-four weeks both in the elementary grades and in the high school. They did not, however, have half-day teaching, as recommended by some of the above authorities, either in the high schools or in the elementary grades. Neither did the student teachers, as a general rule, teach in more than one school and in more than two grades in the elementary grades nor more than two subjects in the high school. As a general thing, teaching was done under two training supervisors both in the elementary grades and in the high school.

Superintendent Dushane recommends that "Practice teaching should be so organized that each student shall have opportunity to show his ability to manage and understand the child. He should be required to take full charge of the classroom for a considerable period of time; meet the parents; become acquainted with measures and classify children; become familiar with their home conditions; organize their play, their entertainment, and handiwork; learn to make the adjustments necessary where a group of teachers are engaged in a common activity; become temporarily a part of the building organization."⁴⁰

There is a view presented by others in the teacher-training field that perhaps too much supervised teaching is being required during pre-teaching period. Wheat has made the following suggestions: ". . . The student in the teachers college must be made intelligent about the task of developing intelligence. In such case, he will need training in thinking more than in teaching, theory more than routine, ideas more than technique, and principles more than method. . . . The training school should contribute to the development of the student's ideas in two ways. It could give him an opportunity to study the progress of pupils, and it could aid him in developing an idea of what a good school really is like. . . . If the energies of the training school were not absorbed by the conduct of practice teaching, it could carry on a systematic study of the progress of its pupils. . . . By studying the progress of pupils in the training school, rather by aiding his instructors who are able to carry on the studies more intelligently than

⁴⁰Dushane, Donald, "What Should We Teach Prospective Teachers?" *The Teachers College Journal*, Vol. III, No. I, p. 95, Sept., 1931. Terre Haute, Ind.

he, the student may gradually develop a picture in his mind of how children learn. . . . He may gradually form the idea of how he might point the way of learning to immature pupils. . . . To be sure, he will miss the practice of methods by studying pupils instead of enjoying the practice teaching. But as a potential teacher he will be more intelligent about his choice and use of methods if he considers first the learning activities of pupils, and then, in light of the appropriate learning activities, his methods of practice."⁴¹

Table 17 shows that only 55.5 per cent of the elementary schools and fifty-eight per cent of the high schools studied meet the standards set up by the American Association of Teachers Colleges, which recommends that at least forty per cent of the teaching in the training school should be done by other than the practice teachers.⁴² Alexander recommends that not more than one-half of the teaching be done by student teachers.⁴³ Mead states that not more than fifty per cent of the time should be used by student teachers.⁴⁴

Probably the quality of the teaching done should determine the amount of student teaching permitted in the training school. After all, the children will gain or lose according to the quality of teaching rather than the per cent of the time taught by student teachers.

Supervision of Student Teaching

If we take Bagley's recommendation that "The supervisory staff should include many, if not most, of the members of the so-called academic departments,"⁴⁵ as a criterion, supervision of student teaching is certainly not being properly done. If we go further and take Alexander's recommendation that "Every teacher in the college should contribute to the training of the young teacher and to this end he should observe that teacher in practice,"⁴⁶ we find still less likelihood that the practice will conform to the recommendation. The data presented in Chapter IV show that relatively little supervision was done by the subject-matter teachers, and in eighty-five per cent of these cases it was done by teachers of art, music, home economics, or manual training. Here again practice is far from conforming to opinion.

⁴¹Wheat, H. G., "Why Practice Teaching?" *American Association of Teachers Colleges Quarterly*, Vol. I, No. 1, Sept., 1931, pp. 1-7.

⁴²*Yearbook*, American Association of Teachers Colleges, p. 16, 1931.

⁴³Bagley, Alexander, and Foote, *op. cit.*, pp. 191 and 196.

⁴⁴Mead, *op. cit.*, p. 419.

⁴⁵Learned, Bagley, *et al.*, *op. cit.*, p. 202.

⁴⁶Bagley, Alexander, and Foote, *op. cit.*, p. 203.

Beginning Supervised Teaching

A group of from ten to fifteen pupils is usual for beginning students in supervised teaching. Except as quoted above with reference to induction into teaching through apprentice work, there seems to be no objection to this plan from authorities on the subject. This practice seems to be justified by both practice and opinion.

Lesson Plans

Tables 16 and 39 show the kind of plans the student teachers were required to make before they taught a class. The data do not agree in every particular, but in most instances there is close agreement. Both tables show that the student was required to make detailed daily plan at the beginning of the teaching period, and shift somewhat to the outline or large unit plan toward the end of the teaching period. This is in accord with Bagley: "Lesson planning may well be graded, requiring at the outset daily plans covering small units, and progressing through definite steps to the plan that covers a relatively large unit of subject matter, the teachers of which will occupy several recitation periods."⁴⁷ Garrison makes a similar recommendation.⁴⁸

In gathering, selecting, and organizing teaching materials, the subject-matter teachers gave the student teachers practically no help, if the data in Table 38 represent a fair sample of what was being done. The training supervisor and the department supervisor bore practically the entire responsibility of this most important duty. This practice would seem to deprive the student teacher of professional guidance and expert opinion which he should by all means have.

There was not one case reported by a student teacher of a subject-matter teacher's reading his plans before they were used. This fact shows that "the training school is not the central department of the institution and the proving ground of every other department."⁴⁹

McBrien found in his study of practice teaching in sixty class A state teachers colleges that twenty-four regarded it as unsatisfactory. He reports the reasons for this condition as follows: "The most common complaint of those who find fault is that there is a lack of co-operation between the supervisors and the history department in the college. Another fault found is that the critic teacher knows little

⁴⁷Learned, Bagley, *et al.*, *op. cit.*, footnote, p. 215.

⁴⁸Garrison, *op. cit.*, pp. 96-97.

⁴⁹Bagley, Alexander, and Foote, *op. cit.*, p. 191.

or no history or is too heavily burdened with other duties to act efficiently."⁵⁰

Conferences during Supervised Teaching

Mead's statement that ". . . at present supervising teachers do not have enough time in conferences with student teachers; in other words, the supervision is weak at this point,"⁵¹ seems to be justified by the data from this study.⁵² Since the average number of student teachers assigned to one training supervisor at any one time was more than six,⁵³ there was very little time for individual conferences between the training supervisor and the student teacher.

The group conferences were usually scheduled and the student teachers made specific preparation of some kind for them.⁵⁴ These conferences were held by the training supervisor, the director of the training school, and the department supervisor in a vast majority of the cases.

Garrison found that there was practically no co-operation between the staff members who held group conferences and the teachers observed, whose work was used as the basis for these conferences.⁵⁵ That condition has changed but little if any since his study was made (1927).

If student teachers are to profit by a discussion of what they have done while teaching, there should be a closer co-operation between the training supervisor and those who direct observations, and also more time given to the training for individual and group conferences with the student teachers. The work now seems to be unorganized in the main and sorely in need of revision.

The Student's Final Grade on Supervised Teaching

Practices did not agree with expert opinion as to how a student teacher's final grade should be determined. In practically fifty per cent of the cases in this study the training supervisor determined the final grade.⁵⁶ Seventy per cent of those who rated this practice said that the practice was not justified. Sixty-eight per cent said

⁵⁰McBrien, Depew, *The Status of Historical Instruction in Teacher Training Institutions*. Bulletin, The Arkansas State Teachers College, Vol. XVIII, No. 4, p. 8, Jan., 1931.

⁵¹Mead, *op. cit.*, p. 315.

⁵²See page 59.

⁵³See Table 13.

⁵⁴See Table 31.

⁵⁵Garrison, *op. cit.*, pp. 88-89.

⁵⁶Table 22.

that the grade should not be determined by the training supervisor and the department supervisor. The division was fifty per cent yes and fifty per cent no on whether or not the grade should be determined by the training supervisor and the director of the training school.

Armentrout says, "The ratings of student teachers will be more reliable if based upon several independent judgments, rather than upon the judgment of one critic teacher."⁵⁷ Mead seems to imply that if the work of the student teacher were properly organized and supervised he could rate himself rather accurately. What he lacked in this respect the supervising teacher could supply.⁵⁸

Bagley would have all those who compose the "training school cabinet" carefully evaluate the student's work.⁵⁹ He more recently stated that the final grade of the student teacher should be made up of a composite opinion. The opinion of the training supervisor should count one-half and the opinion of all other supervisors count for the other half.⁶⁰

Rating cards are being used by a few of the training schools to determine the final grade of the student teacher. But by no means all the schools are using these. Only eight schools reported their use in the questionnaire.

Should the work of the entire teaching period be considered in determining the grade of the student teacher? Of those rating this question 93.3 per cent said yes. That is a very high agreement. Is that as it should be? Do we evaluate other things in that manner? Will the student teacher's success when he is employed as a regular teacher be measured by the number of errors he made as a student teacher at the beginning, or through the first three-fourths of the course, or by the actual kind of teaching he is able to do when he goes into the classroom at the end of his student-teaching period?

If learning is growth, should teacher-training institutions be interested more in the process or in the rate or in several steps in the development than they are in the end-product? Are the training-school supervisors interested in correct habit formation? If so, when is a habit formed? Is a thing done once a habit? "Any non-instinctive act is a habit as soon as it has been performed once."⁶¹ Should the

⁵⁷Armentrout, *op. cit.*, p. 181.

⁵⁸Mead, *op. cit.*, pp. 864-865 and 181.

⁵⁹Learned, Bagley, *et al.*, *op. cit.*, p. 217.

⁶⁰Bagley, W. C., *Education* 429, Class Notes, April, 1928. Teachers College, Columbia University.

⁶¹Trow, William C., *Educational Psychology*, p. 406.

last two weeks' work determine the student teacher's grade? Expert opinion says no. However, the psychology of habit formation would seem to indicate that the answer should be yes.

Recommendations of Students for Positions

It seems inconsistent with the purpose of professional schools for teacher-training institutions to graduate students and thus say that they have met the requirements to teach and then not recommend them for positions. Especially is this true where graduation carries with it certification to teach. Yet 43.4 per cent of the colleges in this study said they would not recommend their students for positions if they made only the lowest passing grade on their course in supervised teaching in the elementary grades, and 96.8 per cent said the same thing for those who taught in the high school. It would seem that the college was right which reported that no one was passed unless he could be recommended for a position as a teacher. That seems to be the professional attitude.

CHAPTER X

CHANGES MADE IN THE ORGANIZATION AND ADMINISTRATION OF STUDENT TEACHING SINCE 1929

IN MARCH, 1934, copies of the original questionnaire for directors of training schools were sent to those who had responded before. They were asked to indicate any changes that had been made by their institutions in the organization and administration of student teaching since they had filled out the original questionnaire. Twenty-three of the thirty-seven directors returned the questionnaires. Of these, thirteen filled out the questionnaire in detail, four responded only on matters in which changes had been made, and six returned the questionnaire with a letter attached explaining changes or stating that no changes had been made.

When these answers were checked against the data obtained from the original questionnaire, it was found that twelve of the institutions had made no changes in the organization and administration of student teaching since the original study was made. Eleven of the institutions had made a total of thirty-two changes, varying from one to eight changes per college. Only two of the colleges made the same changes and that in only one item. Therefore the original data stand practically as they were. A complete list of changes made by the institutions are given under the proper headings below.

The Training School

1. Expanded training school facilities to include elementary and junior high school off campus.
2. All county schools abandoned as training schools except one consolidated elementary school.
3. Student teaching changed from rural high school to city high school.
4. Rural cadet schools abolished and all student teaching done in city schools.

The above changes might indicate that student teaching is being brought closer to the college, as three of the four changes were in

this direction. The fourth change simply expanded the training school into the city system.

The Training School Staff

1. One director of the training school who was also principal of the building has been moved into the office of dean without giving up the position of director.
2. One college has set up in place of the director of the training school a committee composed of the dean of women, the registrar, and a committee of training supervisors from the campus training school which performs all the duties of a director.
3. Two colleges that had no supervisors have employed supervisors.
4. One college dropped one training supervisor in the high school and placed her duties upon another training supervisor, who was thereby given two subjects to supervise where she previously had only one. The college is removing the subject, which she supervised, from the college curriculum as a major subject. This change will take effect in one more year.
5. In a college in which the president had previously been the person who recommended the election of training supervisors, a committee has been set up composed of the director of the training school, the head of special work in the high school, and training supervisors in the departments concerned.
6. The president of one college who previously recommended the employment of training supervisors is now assisted by the dean of the college.

The tendency here seems to be away from centralization and toward the committee.

Selection of Student Teachers

1. In the selection of student teachers one college changed from the director of the training school to the director and the dean of the college for student teachers in the elementary grades; the high school was not changed.

Prerequisites for Student Teaching

1. One college added a nine-week course in observation and participation as a prerequisite to student teaching. This makes

three colleges considered in this study that require such a course before student teaching.

Student Teaching

There were more changes made with regard to student teaching than any other thing. Nine changes were reported, as follows:

1. Student teaching was changed from six quarter hours to six semester hours.
2. Credit for student teaching was changed from six quarter hours to six semester hours.
3. Length of time was changed from two quarters to two semesters without changing the number of credits.
4. Student teaching was changed from one subject in one grade in the high school to two subjects in four grades in the high school.
5. Student teaching was changed from one hour per day to two hours per day in the elementary grades.
6. Student teaching was changed from one quarter to one semester.
7. Students who were formally required to teach two major subjects in the high school may now teach only one, provided the second major training supervisor would have more than eight student teachers at one time. Approximately twenty per cent of the high school student teachers teach only one subject under this regulation.
8. One year of supervised in-service teaching has been worked out by one college through the co-operation of the State Supervisor of Rural Education and the college staff.
9. One college has added the requirement that all student teachers must make a "C" to get credit for their work in student teaching.

According to the best opinion on student teaching, only one of the above changes, No. 7, can be considered a backward step in teacher training.

Observations

1. One college is now requiring four observations with each methods course and two observations with each subject-matter course in the college. These observations are from thirty to fifty minutes in length.
2. One college has changed all observations and methods courses from one quarter to one semester in length, without changing the number of credits.

Conferences

1. One director of the training school has given up individual conferences with student teachers.
2. In one college the subject-matter teachers now hold conferences with student teachers with regard to their work although they previously did not do so.

Number of Student Teachers Assigned to One Training Supervisor

1. One college has made the following changes in the number of student teachers assigned to one training supervisor at a given time:

Minimum of 1 to 4 in elementary grades and 0 to 1 in high school.

Average of 3 to 6 in elementary grades and 2 to 5 in high school.

Maximum of 6 to 8 in elementary grades and 4 to 7 in the high school.

CHAPTER XI

CONCLUSIONS AND RECOMMENDATIONS

ONE of the purposes of this study is to offer suggestions that may be of value to the administrative officers in state teachers colleges in the organization and administration of student teaching. Those recommendations will be made in this chapter. In offering such suggestions, it is recognized that no one type of organization can fit all cases perfectly. Local faculty personnel and financial conditions make certain modifications either advisable or necessary. These have always to be taken into consideration; but the following practices, with a few exceptions which will be noted, seem to be the ones generally recognized as being most desirable where conditions will permit their operation. Due consideration will be shown all the practices that are used by the majority of colleges, yet the fact that a given practice is followed by the majority of state teachers colleges is no valid evidence that it is the best practice. Each suggestion which is here offered, therefore, is based upon present practice or authoritative opinion to justify its merits as a vital factor in a teacher-training program.

Opinion may differ regarding the merit of each item presented, but so also does opinion differ regarding many other items in a teacher-training program. The data and the professional opinion presented above seem to indicate rather conclusively that the teacher-training program in our state teachers colleges needs to be reorganized in many of its details connected with the organization and administration of student teaching. It is with the hope that some of this reorganization may be made and more of the better practices instituted in our teacher-training program that the following suggestions are offered.

I. THE TRAINING SCHOOL

1. Each state teachers college should have a training school on the campus composed of all the levels of advancement of pupils for which it trains teachers. There should also be affiliated schools to provide any additional facilities needed for student teaching.

2. The campus school should be under complete control of the college. The affiliated schools should be bound by a written contract stating specifically the rights and duties of the college toward them as training schools for student teachers. Such schools should represent as nearly as possible the teaching situations to be found in the public schools of the state. However, at least parts of the campus schools should be so organized and equipped as to represent the best practices known to the teaching profession, in order that the student teachers may become familiar with these practices and carry them out to the people as the ideal toward which to strive in the education of the children.

3. The campus schools should be used for observation, demonstration, and as much student teaching as the size of the schools will permit after the other functions have been properly cared for. A part of the schools should be set aside for demonstration teaching only. This would make it possible to work out a schedule for college classes and individual students to do regular and systematic observation.

4. The groups of children in the training school should not be less than thirty nor more than forty. These groups should not be highly selected, but should be such groups as are found in the public schools.

5. Certain groups of children might be set apart from time to time as experimental groups. When they are so designated they should be so treated and all other activities should be withdrawn. A few highly selected student teachers might be permitted to become thoroughly acquainted with the work in these experimental groups, because our schools need a few well-trained teachers who can do this type of work. The teacher-training institutions should recognize the fact that but few teachers can qualify to do experimental work with children, and should set up their programs accordingly.

II. THE TRAINING SCHOOL STAFF

1. At the head of the staff of every training school should be a director. What his title may be does not matter, but his personality, academic scholarship, and professional training should equal that of any other member of the college faculty. Especially should he be trained along the line of his many duties.¹ Whatever his position in

¹O'Rear, M. A., "An Analysis of the Duties of the Director of Teacher Training." A Term Paper, Education 221M and 228M. G. Filed in the Office of Teachers College Administration, Teachers College, Columbia University, 1927.

the college faculty he should be clothed with sufficient authority to make the training school the center of the teacher-training program, and to co-ordinate all the agencies in the college which are responsible for the success of the student teacher to the end that:

- a. He shall have general supervision over and final authority in all matters pertaining to student teaching.
- b. He shall recommend for employment the training supervisors, principals, helping teachers, and all other persons whose work is exclusively in the training school.
- c. He shall be closely associated with the placement bureau. This would keep him in touch with the demand for teachers, and also keep him acquainted with administrative and supervisory personnel of the public schools of the state.
- d. Whatever follow-up work the college may do should be under his supervision. The training supervisors and such of the college instructors as may be designated by the different subject-matter departments should work with him in this connection.
- e. The director of the training school should not be exclusively an administrative officer. He should do some teaching, but in small teachers colleges his teaching load should not be more than one-half of that carried by other college teachers, and in the larger teachers colleges his teaching load should not be more than one-third of the load of other teachers. In his administrative work he should be relieved of minute details by a secretary.

2. For each training-school unit there should be a principal. That is, if the training school is set up in separate buildings for the elementary grades and the high school, there should be a principal for each unit. If there is more than one building for each unit separated by any considerable distance, or of twenty or more teachers, there should be a principal for each building. If, however, the training school is as small as many are and one of the training supervisors is used as the principal, the training supervisor should be relieved of at least one-half of the regular teaching duties usually assigned to the training supervisor.

The principal should be one of the best trained members of the training school staff. He should be trained both as an administrator and a supervisor. His duties should be those of a well-trained supervising principal, and he should be a dynamic force in the teacher-training program.

3. For each group of from thirty to forty children in the elementary grades there should be a training supervisor. In the high school, there should be a training supervisor for each four teaching groups of pupils.

4. In the elementary grades there should be a "helping teacher" for each four training supervisors. Her duties should be those of a well-trained and experienced classroom teacher who has charge of the children in four different rooms each day for from one hour to one and one-half hours, thereby relieving the training supervisors for supervisory work with student teachers.

The training supervisor's work has been universally too heavy for efficiency. The helping teacher would relieve the load and give the training supervisor time to assist the student teachers in many ways which would improve their efficiency as teachers, and thereby make the student teachers' work in the training school much more profitable to them.

The increased expense for the extra room teacher could be met partly by the elimination of the department supervisors that are found in many teachers colleges. The work of the department supervisor could be more effectively done by the principal and the training supervisor if they were given more time to do it. They are more closely associated with the children and are therefore more thoroughly acquainted with the teaching problems that the student teachers have to meet.

5. The training school should have for members of the staff all those college teachers who teach methods courses either in elementary subjects or in high school subjects. Whether they should teach the children would depend upon their qualifications. If they can handle a group of children in an expert way, they should do so. But whether they actually teach in the training school or not, they should be a part of the supervisory staff of the training school. This plan would more nearly insure a well co-ordinated program of teacher training than is now in use in most of our teachers colleges. The teachers of special methods courses for high school subjects need especially to be held responsible for the participation in supervising student teaching.

The methods courses in the high school subjects should not be taught by the education department in the college, but by the members of the subject-matter departments themselves. This practice

should also be followed for the elementary school subjects above the primary grades.

6. The members of the training-school staff should be recommended for employment by the director of the training school.

7. The members of the training school staff should be full members of the college faculty and participate in all the duties and privileges of the college faculty. There should be no distinctions made in qualifications, rank, or pay merely because one group of faculty members does supervisory duties in the training school while the other group teaches classes of students in the college buildings set aside for adults only. Although the duties of the two groups are somewhat different, they are both essential to the adequate training of teachers. The duties of one group are as professional as those of the other.

III. STUDENT TEACHING

1. Whether or not the teachers college sets up a higher standard than high school graduation for entrance, there should be a scholarship and professional standard made prerequisite to a course in student teaching. The standard scholastic record of "C" as now used by many of the teachers colleges should be prerequisite to a course in student teaching in the elementary grades; and an average of "B" in the student's major and minor subjects should be prerequisite to teaching those subjects in the high school. No student should be permitted to go into the training school to teach who does not have a good working knowledge of educational psychology, accompanied by a well-directed series of observations in the grades in which the student expects to teach, and also in the first grade. These observations should be especially directed toward the process of learning. A well-organized course in integrated observation and participation should be prerequisite to selection for student teaching. This course should extend through as many as three grades in the elementary school and include at least two subjects in the high school.

A student should not do his final student teaching before his senior year. If, however, his student teaching is divided into two periods as a preliminary and a final period, the preliminary period might come as some other level of his training.

2. The selection of student teachers who have met all prerequisites for student teaching should be made by a committee composed of the director of the training school and heads of the subject-matter

department concerned in the high school and the grammar grades, and the director and teachers of primary education for those who are to teach in the primary grades.

3. After the students have been selected to do student teaching the training supervisors and the principal should be consulted before any student is assigned to a specific teaching position. The needs of the pupils and the special abilities, interests, needs, and choice of the student teacher should be considered in making all assignments.

4. The training supervisor or the principal should have the right to request a change of teaching position for any student teacher who is so placed that his work might be detrimental to the best interests of the children. Since instruction of children is the only object of teaching, no student teacher should be permitted to continue his work if by doing so the children would suffer.

5. The American Association of Teachers Colleges stipulates a maximum of eighteen student teachers who may be assigned to one training supervisor during one year. That number is too high for the best interests of the children in the training school and for the best supervisory program for the student teachers.

The organization of the curriculum in the elementary grades into large units of work makes it next to impossible for more than four persons to teach a group of children during any one day. As consecutive teaching is necessary in order that the student teacher may see the progress of the children under his direction, it becomes necessary that the number of student teachers assigned to one group of children be limited to a number smaller than that now required by the American Association of Teachers Colleges. It is here suggested that not more than four student teachers be assigned to any training supervisor at one time in the elementary grades.

As the high schools are usually run on the semester basis and the number of classes assigned to one supervisor is from four to six, one training supervisor cannot direct more than four student teachers at one time without violating the regulation of the American Association of Teachers Colleges with reference to the proportion of time devoted to student teaching. This would limit the number of student teachers assigned to the training supervisor in the high school to not more than four at any one time. However, if the training supervisor is to do demonstration teaching, only three students may be adequately cared for by one training supervisor at one time in the

high school, and even then the student teacher could not be required to carry a normal teaching load for any considerable length of time during the student-teaching period.

6. Probably there should be no set rule regarding the size of the group a student teacher should first teach. That would depend upon the ability of the student and the amount of integrated observation and participation previously done. However, a small group of ten to fifteen children would give the student teacher an opportunity to begin his work with a greater probability of success than would a larger group. As the present trend of instruction is individual, the small group enables the student teacher to give individual instruction from the beginning and at the same time have sufficient time to make all the routine matters of the classroom habitual. The public school situation demands that the teacher handle large groups of children; therefore, the student teacher must learn to handle such groups during his student-teaching period. His work should not be confined exclusively to small groups of children, as much of it now is, but should progress beyond that stage to the instruction of thirty to forty children in one classroom during a large part of his student-teaching period.

7. Student teachers should not do more than sixty per cent of the teaching of any group of children as a general rule. However, there is no good reason why the best student teachers should not do as excellent teaching as the average teacher in the ordinary classroom. No one knows just how much a child either loses or benefits by student teaching. Every child should have the advantages of a well-trained, experienced teacher. But the fact still remains that those children who attend schools in small communities, such as that in which most teachers colleges are located, do not often have such advantages. Therefore, the advantages accruing to children from attending a well-organized training school might easily outweigh any disadvantages of being taught almost exclusively by student teachers.

The amount of teaching done by student teachers is not so important to the child as the number of student teachers who teach him during one day. The emotional adjustments which a child has to make during a single day when he has a different teacher every twenty or thirty minutes make too heavy a burden for a young child. The effort which the student teachers put forth to get the child interested

in what is being taught him keeps him overstimulated. He has no time to relax; he is in high gear all day. It is generally believed that this condition is not good for children.

8. The amount of student teaching required should depend upon the ability of the student. Every student teacher should be required to teach until the training supervisor, the principal, and the subject-matter teacher who supervises him can be reasonably assured that he is able to go into a classroom and do a successful day's teaching. This provision would prohibit some from entering the teaching profession, but there are too many legally qualified teachers in the United States anyway.² Probably the minimum of ninety hours of student teaching required by the American Association of Teachers Colleges is not too much. But it should not be both minimum and maximum for all student teachers.

Whatever the length of time required of any student teacher, his preparation should not be considered adequate until he has carried a period of full responsibility for a grade or a large group of children sufficiently long to satisfy those responsible for his supervision that he is a reasonably well-trained classroom teacher. No amount of teaching of only one period or one subject per day should satisfy this requirement.

9. The type of supervision that a student teacher receives, the criticisms, the conferences, and the general contact with the training supervisors, the principals, and the director of the training school, will determine his attitude toward the whole problem of supervision and supervisors, and very materially influence his future conduct toward both. Therefore it is very necessary that the student teacher establish the proper attitude from the beginning. To this end there should be a supervisory staff composed of the director of the training school, the elementary school principal or the high school principal, heads of the subject-matter departments, or persons designated by them from the departments, the training supervisors, and the department supervisor if there are department supervisors. It should be the duty of this supervisory staff to determine all policies of methods of supervision of student teaching.

All supervision in the training school should center around the activities of the children. The student teacher should be kept constantly aware that his teaching is done exclusively for the children.

²Pittinger, L. A., "Raising the Certification Requirements." *Tenth Yearbook*, The American Association of Teachers Colleges, p. 119, 1931.

He should be required to give reasons for his procedure or proposed procedure in the light of its effect or probable effect upon child behavior. He should not be required to change or modify his classroom procedure or technique of teaching until he has been given a specific reason for so doing in the light of its effect upon the attitudes or the learning of the children. Any other activities of the student teacher should be judged in the light of their effect upon the school as a whole or upon the community in which he is teaching or may teach.

The subject-matter teachers in the college should bear a large part of the responsibility for supervising the teaching of their respective subjects both in the grammar grades and in the high schools. The amount of subject matter that the student knows and his method of teaching it are their responsibility and they should accept that responsibility squarely and as a challenging opportunity to make definite and vital contributions to the teacher-training program of which they are a part.

10. Student teachers should be required to work out well-organized plans for teaching their specific groups of children. Whether these plans are based upon the large unit of work or are for one day only, whether they are simply outlined or detailed minutely, should depend upon the nature of the subject matter and the need of the particular student teacher. But whatever the plan, it should set up its aims in terms of specific, desirable responses expected as final outcomes from its use. The plan should be based upon the individual as the center of activity, whether it is for use in the kindergarten or in the high school.

11. The student teacher's final grade should be a composite opinion of the training supervisor and all others who come into direct contact with the student teacher's work. In order to make the rating as objective as possible, some kind of simple objective score card should be used as a part of the rating in arriving at the final grade.

Probably the last two weeks of a student teacher's work should have more than a proportional share in determining the student's final mark for the course. If a student teacher is able to do a creditable piece of teaching by the close of his student-teaching period, there seems to be no good reason why his final mark should not reveal that fact. His earlier mistakes have been overcome, and if they do not affect his work at the end of his student-teaching period, there is

a good chance that they will not affect his teaching after he enters the public school as a *bona fide* teacher.

IV. OBSERVATIONS AND CONFERENCES

1. Classes in the college in educational psychology and educational theory should observe in the training school. Such observations should be especially prepared for and followed by conferences. These conferences should especially center around the behavior of the child and the learning processes.

The observation done by student teachers should be closely integrated with this teaching. Observation, except for ideas and ideals of conduct, is probably useless unless it is closely connected with and soon followed by some effort on the part of the observer to put into practice the desirable procedures that have been observed. It becomes necessary, therefore, that the student teacher be given the opportunity to attempt to put into immediate practice those desirable procedures which he has observed the expert teacher use.

The training supervisor, or anyone else who teaches a lesson for a student teacher, should be certain that the observer is thoroughly familiar with the plan of the lesson before it is taught. Therefore, the student teachers should help make the plan or it should be explained in detail to them in advance of the observation. This type of procedure would provide a means by which a student teacher might learn to distinguish expert teaching from that of the novice. Exceptions might be made when the observer was to be tested on his ability to discern the plan of a demonstration teacher.

The above procedure would mean a conference to plan a unit of work in detail; observation of the teaching of the lesson by the training supervisor; a conference to analyze what was accomplished; and planning for remedial work if needed. This would be followed by the student teacher's planning and teaching a unit of work in a similar manner.

In order to guarantee the proper amount of time for the necessary conferences with the student teachers, they should be definitely scheduled as a part of the teacher-training program. The result of the conference should be a stronger teacher as well as a better teacher. Therefore, the conference period should not be spent in faultfinding, but in planning for future activity in the light of past results. A quotation here is pertinent: "In conferences, the entire movement should be forward looking. The analysis of a lesson is of value only

as it affects future teaching situation. The entire effects of mistakes in the lesson should not, in general, be dwelt upon. The time might better be spent upon a constructive plan for future lessons. The teacher who finds her lessons torn to pieces, and who is left without substitute procedures, unless she possesses remarkable resourcefulness, is discouraged and resentful."³

2. Student teachers should feel free to call upon the subject-matter teachers for help in selecting and organizing teaching materials whenever such help is needed. To this end the courses in materials and methods should accompany student teaching. This has been found to be a better practice than to have such courses precede student teaching.⁴ This procedure also guarantees to the student teacher what should be the greatest source of inspiration and expert opinion in the entire teacher-training institution and at a time when it may be most opportunely used.

3. Any member of the college faculty whose qualifications would justify his doing so, should be permitted to teach a class in the training school for demonstration purposes or for experimental purposes. Probably every teacher employed in a state teachers college to teach methods and materials should be adequately qualified to teach a course in his subject in the training school and should be called upon to do so at rather frequent intervals of time. While this recommendation is a debatable question and one group of experts disagrees with it, there is another group who agrees with the recommendation and it is in light of the opinion of this latter group that this recommendation is made.

4. No number of observations and conferences should be permitted to take the place of actual classroom teaching by the student teacher. It has been rather conclusively shown through experimentation that observation cannot take the place of teaching.⁵

V. RECOMMENDING STUDENT TEACHERS FOR POSITIONS

1. No student should be graduated from a teacher's course in a state teachers college whom the college will not recommend for a position as a teacher. For a state teachers college to graduate from its teacher-training curricula students whom it will not recommend as teachers is neither fair to the students nor to the public schools of the state, to say nothing of the taxpayers.

³Anderson, C. J., Barr, A. X., and Bush, Mabel G., *Visiting the Teacher at Work*, p. 43, 1925.

⁴Brink, *op. cit.*, pp. 21-27. ⁵Marshall, *op. cit.*, pp. 71-74.

APPENDIX

The following is an alphabetical list of educators to whom was sent a list of the conditions and procedures which were found to obtain in state teachers colleges with reference to the organization and administration of student teaching:

Alexander, Thomas	Teachers College, Columbia University, New York, N. Y.
Alexander, W. W.	East Tennessee State Teachers College, Johnson City, Tenn.
Armentrout, W. D.	Colorado State Teachers College, Greeley, Colo.
Bagley, W. C.	Teachers College, Columbia University, New York, N. Y.
Charters, W. W.	Ohio State University, Columbus, Ohio.
Collier, C. B.	State Normal School, Florence, Ala.
Ellis, W. D.	Richmond Normal School, Richmond, Va.
Dearborn, Ned H.	New York University, New York, N. Y.
Ellsworth, Frank	Teachers College, Kalamazoo, Mich.
Evenden, E. S.	Teachers College, Columbia University, New York, N. Y.
Fankhauser, Pearle	Concord State Normal, Athens, Va.
Fisk, Allen	Eastern Illinois State Teachers College, Charleston, Ill.
Fitch, Harry M.	Ball State Teachers College, Muncie, Ind.
Fitzsimmons, Mrs. J. E.	Indiana State Teachers College, Terre Haute, Ind.
Flowers, John G.	New Jersey State Teachers College, Montclair, N. J.
Foote, Leon R.	State Teachers College, Billings, Mont.
Ford, W. S.	University of California, Los Angeles, Calif.
Garrison, N. L.	Michigan State Normal, Ypsilanti, Mich.
Gray, William S.	University of Chicago, Chicago, Ill.
Haskler, J. M.	Northeast State Teachers College, Tahlequah, Okla.
Heer, A. L.	Kent State College, Kent, Ohio.
Judd, Charles H.	University of Chicago, Chicago, Ill.
Lull, Herbert G.	Kansas State Teachers College, Emporia, Kan.
Mead, A. R.	Ohio Wesleyan University, Delaware, Ohio.
Morton, W. H.	Teachers College High School, University of Nebraska, Lincoln, Neb.
Mosher, E. R.	University of North Carolina, Chapel Hill, N. C.
Mossman, Lois C.	Teachers College, Columbia University, New York, N. Y.
Myers, Alonzo F.	New York University, New York, N. Y.
O'Rear, M. A.	State Teachers College, Springfield, Mo.
Payne, Ira C.	Tempe State Teachers College, Tempe, Arizona.
Pryor, H. C.	Kansas State Teachers College, Pittsburg, Kan.
Ramsey, E. E.	Indiana State Teachers College, Terre Haute, Ind.
Savage, F. E.	West Texas State Teachers College, Canyon, Tex.
Sharp, L. A.	North Texas State Teachers College, Denton, Tex.
Simpkins, R. R.	Western Illinois Teachers College, Dekalb, Ill.
Suhrie, A. L.	New York University, New York, N. Y.

Van Patter, Vernon
Waples, Douglas
White, J. P.
Wilson, John J.

State Teachers College, Superior, Wis.
University of Chicago, Chicago, Ill.
Radford State Teachers College, East Radford, Va.
Stephen F. Austin State Teachers College, Nacogdoches,
Tex.

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No attempt is made here to present an exhaustive bibliography on the many phases of teacher training. Professor A. R. Mead of Ohio Wesleyan University has made the most exhaustive one available on teacher training. A copy of this may be had from Professor E. I. F. Williams, Heidelberg College, Tiffin, Ohio. Only a selected list of books and periodical references which are cited in this study is given. This list is divided into four classes of references.

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